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ABSTRACT

The report details the activities of the federally-funded Multifunctional Resource Center for Bilingual Education at the University of Wisconsin-Madison, which serves the area of Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin. Its mission includes provision of training and technical assistance to educators and parents participating in bilingual education programs or special alternative programs for limited-English-proficient (LEP) students, research and practice development, leadership in educational technology for LEP students, and coordination of services. The report covers the second year of a federal contract, during which time it served 12,660 in 408 training workshops. Most participants were certified teachers; others included teacher aids, non-instructional staff, and parent/community members. Technical assistance was provided on request by telephone and correspondence, and through on-site visits. Research was done as part of other services. Activities in educational technology, the center's specialty, included ongoing synthesis of research, stress on technology within existing services, sharing of information, and involvement with professional organizations in educational technology. Evidence of the impact of the center's services is found in anecdotal accounts and participant response. The report describes activities and accomplishments by state and by function. (MSE)

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ED 375 659

ANNUAL REPORT

YEAR 1: October 1, 1993 - September 30, 1994

Task 10

Multifunctional Resource Center For Bilingual Education, University of Wisconsin-Madison

Service Area 6:
Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin

Contract No. T292013001

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Wisconsin Center for Education Research
School of Education, University of Wisconsin-Madison

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Multifunctional Resource Center for

Bilingual Education--University of Wisconsin-Madison

Service Area 6: Iowa, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin

U. S. Department of Education Contract Number T292013001

ANNUAL REPORT

October 1, 1993 - September 30, 1994

(Contract Year 2)

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Director, Multifunctional Resource Center for Bilingual Education--
University of Wisconsin-Madison

September 7, 1994

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Multifunctional Resource Center for Bilingual Education--
University of Wisconsin-Madison
Contract No. T292013001

October 1, 1993 - September 30, 1994

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Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison
Annual Report: October 1, 1993 - September 30, 1994

PART I

EXECUTIVE SUMMARY

The Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison (MRC) is one of sixteen (16) regional resource centers funded under contract with the U. S. Department of Education (ED), through funds provided by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). The MRC provides training and technical assistance to schools, programs, and individuals who are involved in the education of limited English proficient (LEP) students. Operating under contract number T292013001 since October 1, 1992, the MRC has provided services in the six-state region known as Service Area 6: Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin. Its mission includes the following:

1. To provide training and technical assistance to education personnel and parents participating in or preparing to participate in bilingual education programs or special alternative programs for LEP students.

2. To base training and technical assistance services on research and developing practice which, when broadly construed, have implications for the education of LEP students.

3. To provide national leadership in education technology for LEP students.

4. To coordinate with others funded through the Bilingual Education Act and with those whose efforts, in research and practice, have an impact on the education of LEP students.

5. To incorporate the National Education Goals and strategies in training and technical assistance activities where appropriate.

This is the MRC's second Annual Performance Report under its current contract. This manuscript provides a detailed discussion of the Center's activities during contract Year 2 that began October 1, 1993 and that ended September 30, 1994. During this time, a total of 10,440 professional MRC staff hours have been spent toward the completion of all contracted Tasks including provision of services.

A total of 52,745 client hours have been recorded as directly related to training and technical assistance. During the reported period, 1,436 episodes of technical assistance and 408 of training were logged. Those receiving services were predominantly: teachers (65%), administrators (13%), paraprofessionals (13%), and parent/community members (9%) (See Chart I). Moreover, services were provided to individuals serving all viable ethnolinguistic groups in the service area.

From October 1, 1993 through September 30, 1994, of the services the Center provided, 408 were training workshops with an enrollment of 12,660 participants. Seventy-nine of these workshops, enrolling 2,325 participants were conducted in Michigan, the state with the service area's largest LEP

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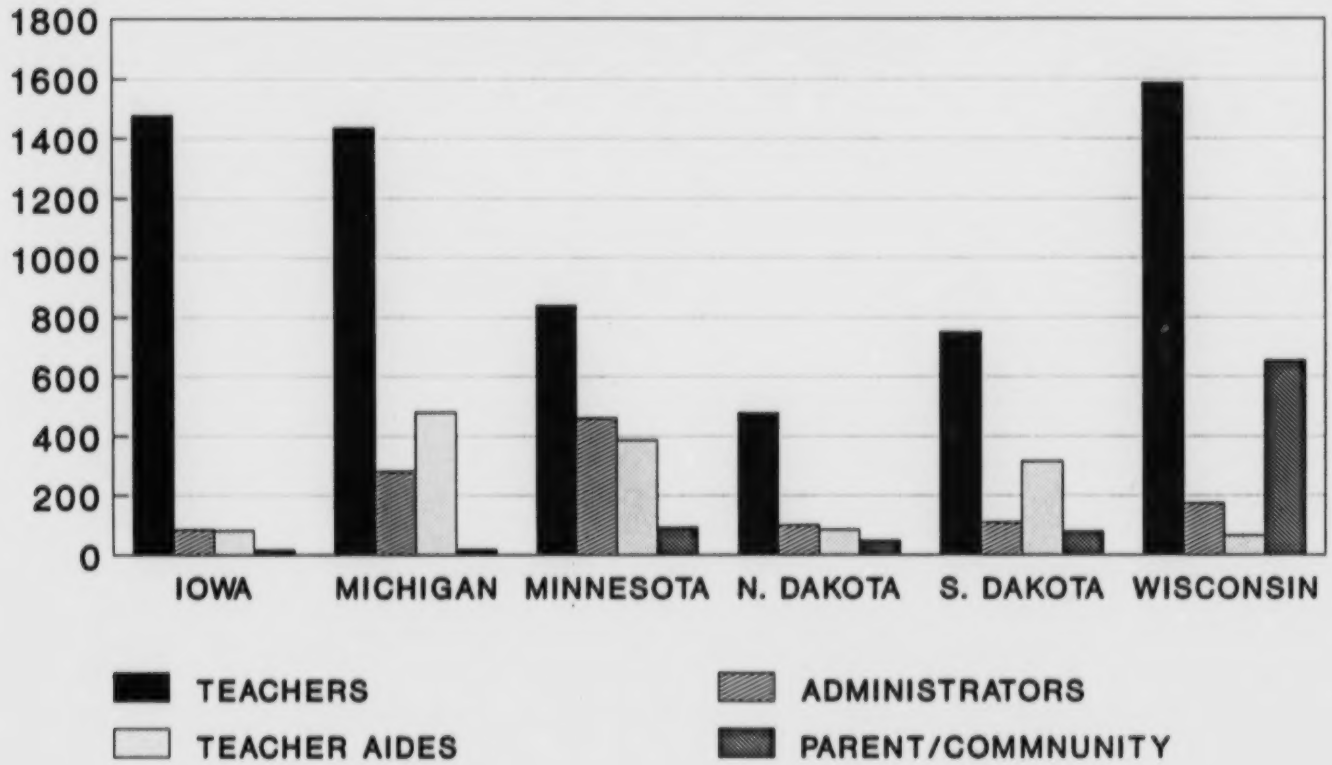
CLIENT CLASSIFICATION
By State Distribution



October 1, 1993 to July 31, 1994

CHART I

population which numbered 37,272 during the 1993-1994 school year. Wisconsin, whose LEP student population numbered 17,374, received 86 workshops that enrolled 2,666 participants. Minnesota, with a LEP student population of 17,979 received 58 workshops, enrolling 1,798 participants. Iowa, with a LEP student population of 4,656 students, received 52 workshops enrolling 1,612 participants. North Dakota was the recipient of 53 workshops for 1,643 participants, with a LEP enrollment of 8,652. Similarly, South Dakota received 84 workshops in which 2,616 participants attended, for this state that counts its LEP population as 8,341.

Of the total 12,660 participants for Year 2, the single largest groups were certified teachers (total n = 8,200 or 65%). Certified teachers were the single largest group receiving training in all six states of the service area. However, some by-state variation could be found among the other recipients of services. In Michigan, Minnesota and Wisconsin, large numbers of teacher aides and other paraprofessionals received training. In part, this was due to the importance of teacher aides in providing bilingual instruction in Michigan and Wisconsin. Also, the MRC conducted special institutes for teacher aides in each of those states. In Iowa, on the other hand, relatively large numbers of other, non-teaching /staff received training. The states of North Dakota and South Dakota, with a large enrollment of Native American students, received training individualized to their culture. Large numbers of mainstream teachers received training in culture and ESL methodologies, specifically in Wisconsin, Minnesota, Michigan and Iowa. In some cases, language and particular emphasis was given to integrate Educational Technology to the regular curriculum for classroom teachers with LEP enrollments.

All Title VII funded districts in Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin enrolled their staff in at least one MRC training workshop. They represented those districts with the largest numbers of LEP students in the service area, and also, they enrolled LEP students from all of the area's viable ethnolinguistic groups: Arabic, Chaldean, Chinese, Hmong, Lao, Khmer, Ojibwa, Lakota, Dakota, Spanish, Thai, and Vietnamese.

Requests by phone and correspondence generated a large portion of technical assistance given to clients. Substantial technical assistance took place during one of three major kinds of activities. First, project managers received assistance (either by phone or during a site visit) in articulating and implementing staff development goals and objectives, and in other matters involving program development. Such technical assistance was necessary in order to ensure that staff and program development activities actually matched the needs of the district and of the project's staff. The second, and most frequent occurrence of technical assistance, took place when Center staff visited schools and classrooms as part of their onsite travel to provide workshops and intensive field-based staff development. This particular form of technical assistance offered multiple benefits. Teachers felt that their efforts were being validated, that an expert would come, see what they were doing and provide constructive feedback. Moreover, during the workshop sessions, staff could allude to practices they had observed in the classrooms during their visit. Project managers could discuss their program with a friendly professional who could provide advice, who could respond to ideas, and who would validate their own efforts. Finally, MRC staff developed a strong feel for the service area, the scope of its needs, what was happening in classrooms, and how programs actually operate. Third, technical assistance was provided in conjunction with specific projects engaged in by the service area's SEAs or LEAs.

Episodes of individual service activities in SA6 were broadly categorized along three different modes of service provided: a) training (workshops, institutes, seminars, intensive field based training); b) technical assistance (consultation, coordination, planning meetings, dissemination within SA6); and c) coordination/collaboration with other federally funded programs. The latter included outreach workshops

that were targeted to potential clients or interested educators who presently deal with a LEP enrollment but who neither have a funded nor structured program for this particular type of student. However, it is proper to indicate that the majority of MRC training activities exhibit an important element of outreach/awareness since they are widely announced throughout the region to clients and non-clients alike. These efforts have brought about a respectable attendance of potential clients to MRC sponsored workshops, institutes and seminars. Hence, the outreach/awareness impact might, in fact, be greater than the one actually reported.

Historically, the Center has targeted its services through two complex structures that we have called "service clusters" and "intensive field-based staff development." The service cluster concept is derived from the fact that longer trips to a single site would often focus on providing training and technical assistance services around a coherent theme - usually, the topic of training. For example, the Center provided ongoing service clusters of training and technical assistance to a group of elementary, secondary, mainstream, and bilingual teachers in the Dearborn (MI) Public Schools. The group had been selected by the District to receive curriculum training whereby these teachers would begin to work cooperatively with each other regarding LEP instruction. Additionally, the MRC provided service cluster to the Minneapolis Public Schools which are embarking on an ambitious effort to provide comprehensive, cross-programmatic services. It continued intensive field-based training for Detroit and Dearborn (MI) Public School districts, South Dakota, Bismarck (ND) and Sioux City, IA.

The Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison attempted to embed current research in its services in two ways. First, the Center's understanding of research literature helped to frame its interactions with various clients. For example, the literature on organizations and change processes demonstrates how important it is for change agents, like the MRC, to gain proper entree into an organization, rather than coming in as uninvited outsiders. Also, based on this literature, the Center recommended that key project stakeholders be involved in program and staff development efforts. Second, the MRC used current research as the content of its training and technical assistance services.

In the Center's area of specialization, education technology for LEP students, the Center engaged in activities in five areas: ongoing synthesis of research through papers and the development of teacher training modules, the stress on education technology in the Center's ongoing services, the sharing of information with other Centers in the Title VII network, the focus on the assigned area for gathering information during staff exchanges, and ongoing involvement with the professional organizations in education technology. For example, the MRC has shared with other Centers various bibliographies and materials on education technology for LEP students; its staff conducted a workshop on the topic at the MRC SA3 Ohio Institute, at the Fall 1993 Regional Workshop (Task 3), state conferences in Iowa, Michigan, Minnesota, North Dakota, South Dakota and Wisconsin; and regional training activities in New Town, Solen, and Bismarck (ND), Flint, Detroit, Walled Lake and Dearborn (MI), where other districts participated and where academic graduate credit was offered through local IHEs. Related to out-of-the-region activities, staff presented in conferences sponsored by the National Association for Bilingual Education (NABE) in Los Angeles, CA; and at the National Association for Asian and Pacific American Education (NAAPAE) Conference in Honolulu, HI.

The Center has identified several ongoing concerns and unresolved issues. As is true throughout the United States, increasing numbers of LEP students from Central America, Middle East, Africa, Eastern Europe and Southeast Asia are entering schools throughout the service area. Hence, schools are being faced with the need to adapt their instructional programs in order to succeed with their newly

developing constituencies. As old programs end their funding cycles, new ones come into existence. Schools and programs experience ongoing turnovers among their staff - ranging from managers to teachers to aides. These three factors combine to produce an ongoing need for basic training and technical assistance vis-a-vis the education of LEP students in this service area.

Evidence of the Center's impact through its services can be found in two sources. First, anecdotal evidence suggests improvement in the management and the documentation of program efforts in local district programs and in state departments of education. (See the report profile for each state in this report). For example, the Center assisted the SEAs in Wisconsin and Iowa by participating in working committees that are designing appropriate approaches to non-biased student assessment processes and, in the case of Wisconsin, in reviewing practically all issues regarding LEP education regulations, certification, instructional programs, etc. Center staff helped write State-based curriculum and resource guides in Iowa and Wisconsin. It also has assisted the SEA in training school administrators getting ready to start programs for LEP students in Iowa, Michigan, Minnesota, North Dakota, South Dakota and Wisconsin.

The second source of evidence for program impact comes from the participants at Center training services who rated their personal learning, on the average, over 4.5 on a 1 (low) to 5 (high) point scale and who also provided qualitative evaluation comments documenting their personal learning. The participants' comments document that there was congruence between the stated workshop topic and what the participants learned. Personal learning ranged from very general changes in or reinforcement of attitudes and knowledge, to the listing of specific ideas which the participant would be applying in the near future. Over 50% of content area training topics were focused on English language arts or on specific methodology and instructional techniques suitable for developing academic competence among LEP students. Training topics on culture, counseling, staff development techniques, computer assisted instruction and curriculum areas other than English language arts were also conducted by the Center in significant numbers throughout the region. Academic credit was offered during the majority of MRC training activities in collaboration with Hamline University, Eastern Michigan University, Augustana College (Sioux Falls, SD), Beloit College, Black Hills State College, St. Paul Technical College, Sinte Gleska College, Sioux Falls College, United Tribes Technical College, University of Wisconsin-Oshkosh, UW-Madison, Wayne State University and other IHEs in SA6.

The Center individualized its services according to the specific needs of each state, and in many instances, to the needs of client school districts. Following are partial samples of how this was implemented. For example, in Wisconsin, the state did not have a single Title VII project during the past year. However, it has over 17,374 LEP students representing over 80 languages. Thirty-eight school districts are providing services for approximately 11,979 students with State and local monies. The Center met the needs by providing intensive training and consultative assistance leading to increasing cultural understanding, second language acquisition, communication and improving the instructional skills of the regular classroom teacher in dealing with the LEP students in her/his care.

Similarly, state variations in terms of type of service and content are described within each state profile and review of services in this report. The diversity of the approaches taken demonstrates the need to maintain flexibility based on state and local needs, as well as level of development. An effort was made to incorporate the National Educational Goals and specific SEA directives to the training conducted by MRC.

State education agencies are critical gatekeepers for the Center's provision of services. They play

key roles in defining local district needs in reviewing the Center's plan of services and in implementing the final plan once it is approved. In all phases of its operation, the MRC at the UW-Madison maintained strong collaborative and working relationships with SEAs in its service area. The Center's flexibility and commitment to the best services it can provide, as well as the cooperation and goodwill demonstrated by all six SEAs, made the working relationship continue uneventfully and with very positive results.

The Center also coordinated services within the Title VII network by a) continuing a computerized link with the Clearinghouse for Bilingual Education; b) participating in the OBEMLA sponsored Project Directors' meeting, Management Institutes, and OBEMLA MRC Staff Development Institute; c) implementing a coordination plan with the Evaluation Assessment Centers East and West serving common clients; and d) developing an information/gathering system on Educational Technology for LEP students, which was available on request. The Center also responded to requests from others within the Title VII network which were recorded as 15 workshops outside of the region and 167 episodes of technical assistance. These activities included those accomplished during staff exchanges with MRC SA7 in Illinois, MRC SA1 in New England and MRC SA3 in Washington, DC and during presentations at professional conferences.

During the twelve months surveyed in this report, the Multifunctional Resource Center SA6 demonstrates that it has successfully met the scope of the RFP requirement and contract. Chart II indicates the MRC services defined as technical assistance and training, by state. Chart III shows how the MRC allocated its services in proportion to the number of LEP students in a particular state. On reviewing the chart, it needs to be clarified that the state of Michigan is a sophisticated state in terms of building capacity during the many years they have been implementing bilingual programs. Thus, school districts use many local and state (IHEs) resources for training other than the MRC. Minnesota benefits by having a Minnesota MRC field representative in the state, eager and available to provide training at almost zero travel costs. The state of Wisconsin did not have Title VII funded LEAs and it has been difficult to identify each and every district with LEPs whose teachers need and are willing to receive training. However, extensive regional and individual training has been provided to school districts in Wisconsin. States where the percentages of training compares negatively to numbers of LEPs, reflects training to districts with heavy enrollments like the urban areas in Minnesota and Michigan. In rural school districts, the LEP enrollments are most dispersed and hence more instances of onsite training occurs to reach all small school districts. This is the case in Iowa and the Dakotas.

The Center has acted as a catalyst in many instances in schools and districts that are trying to engage in efforts to improve and restructure, e.g., school based management, school restructuring, curriculum reform, systemic change, etc. Teachers of LEP students who have not been key players in school based management teams are being invited now to participate, and have seen their cultural and linguistic knowledge valued as legitimate input in the change process. In conclusion, the MRC SA6 provided flexible services to those working with students of limited English proficiency, it expanded its historical range of coordination by strengthening its collaborative service efforts with other agencies, it strived to integrate the National Educational Goals, it included key participants in the delivery of services, and it was cost effective in its functional operations.

SUMMARY OF MRC SERVICES PROVIDED TO SERVICE AREA 6 OCTOBER 1, 1993 - SEPTEMBER 30, 1994			
	Total # Services	of which: Workshops	of which: Tech. Asst/other
TOTAL NUMBER OF SERVICES PROVIDED	1,844	408 (22%)	1,436 (78%)
OF WHICH: TITLE VII PROJECTS	1,403 (76%)	331 (81%)	1,072 (75%)
NON TITLE VII PROJECTS	441 (24%)	77 (19%)	364 (25%)

SUMMARY OF MRC SERVICES PROVIDED TO CLIENTS IN SERVICE AREA 6 OCTOBER 1, 1993 - SEPTEMBER 30, 1994			
	Total #	of which: TITLE VII CLIENTS	of which: NON TITLE VII CLIENTS
Iowa	195	145 (74%)	50 (26%)
Michigan	363	333 (92%)	30 (8%)
Minnesota	252	211 (84%)	41 (16%)
North Dakota	210	208 (99%)	2 (1%)
South Dakota	386	373 (97%)	13 (3%)
Wisconsin	438	133 (30%)	305 (70%)
Total:	1,844	1,403 (76%)	441 (24%)

SUMMARY OF WORKSHOPS PROVIDED TO CLIENTS IN SERVICE AREA 6 OCTOBER 1, 1993 - SEPTEMBER 30, 1994			
	Total #	of which: TITLE VII CLIENTS	of which: NON TITLE VII CLIENTS
Iowa	52	41 (79%)	11 (21%)
Michigan	75	74 (99%)	1 (1%)
Minnesota	58	54 (93%)	4 (7%)
North Dakota	53	53 (100%)	0 (0%)
South Dakota	84	80 (95%)	4 (5%)
Wisconsin	86	29 (34%)	57 (66%)
	408	331 (81%)	77 (19%)

SUMMARY OF TECHNICAL ASSISTANCE PROVIDED TO CLIENTS IN SERVICE AREA 6 OCTOBER 1, 1993 - SEPTEMBER 30, 1994			
	Total #	of which: TITLE VII CLIENTS	of which: NON TITLE VII CLIENTS
Iowa	143	104 (73%)	39 (27%)
Michigan	288	259 (90%)	29 (10%)
Minnesota	194	157 (81%)	37 (19%)
North Dakota	157	155 (99%)	2 (1%)
South Dakota	302	293 (97%)	9 (3%)
Wisconsin	352	104 (30%)	248 (70%)
	1,436	1,072 (75%)	364 (25%)

MRC SERVICES 1993-1994
By State Distribution

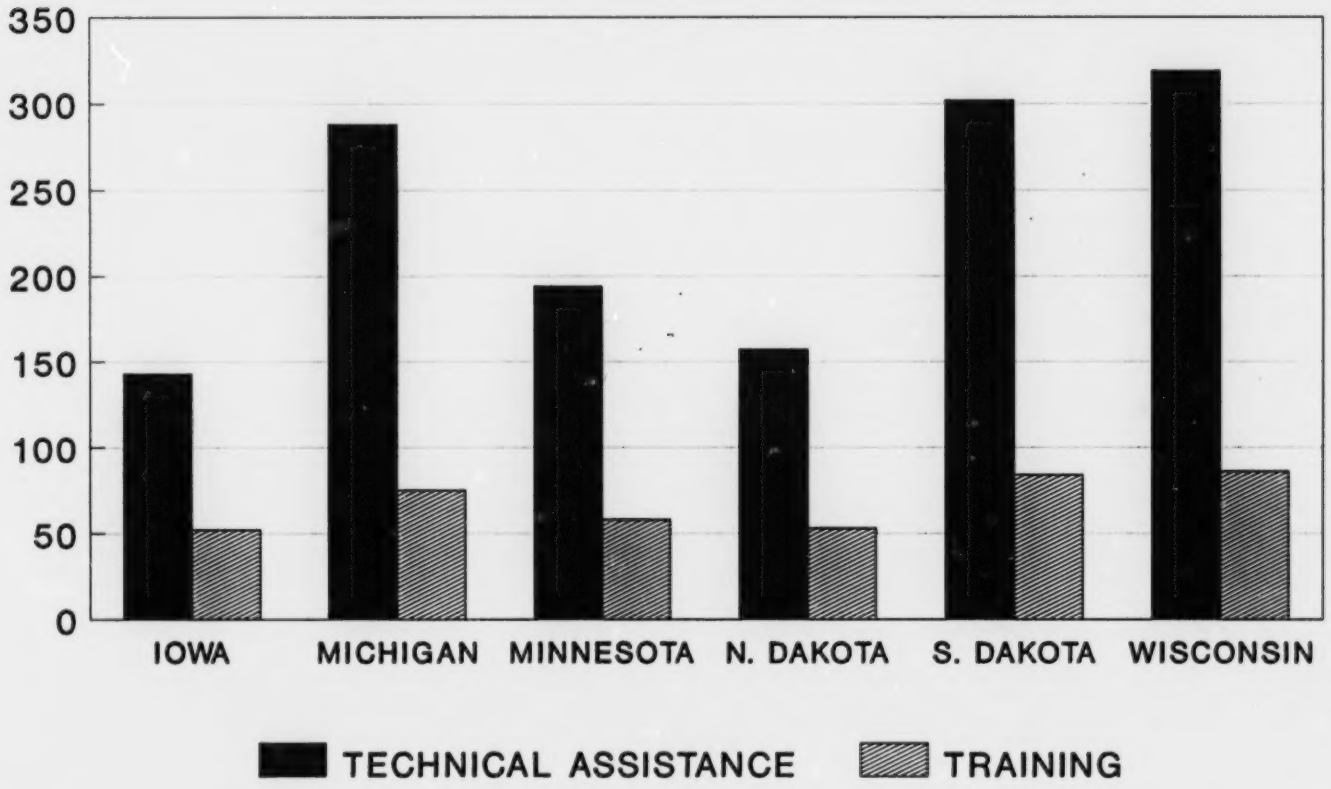
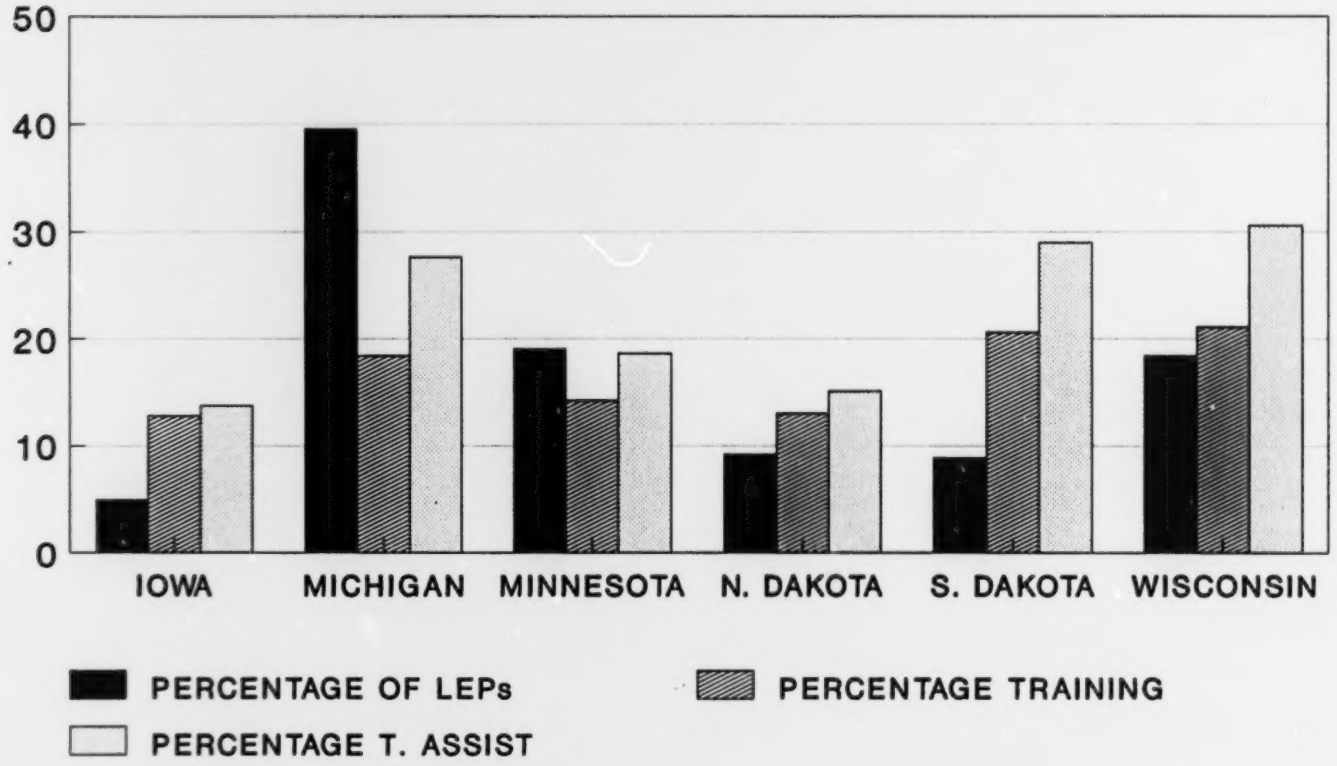


CHART II

NUMBER OF LEPs TO SERVICE

By State Comparison



October 1, 1993 to September 30, 1994.

CHART III

INTRODUCTION

The Annual Performance Report (Task 10) of the Multifunctional Resource Center for Bilingual Education Service Area 6 (MRC SA6) for contract T292013001 is based upon a compilation of data drawn from three sources:

1) the daily logs of services maintained by the MRC SA6 trainers and outside consultants which are part of the MRC's monthly management reports to ED.

2) MRC SA6's files of workshops, services and other activities which include copies of service planners, handouts, daily logs, attendance sign-in sheets, workshop evaluations and other documentation for a given service activity.

3) documents which were delivered to ED as the MRC SA6 fulfilled its workshops as outlined in its proposal to ED:

This report is organized according to the format specified for Task 10: Prepare Annual Performance Report contained on page 17 of contract T292013001 and by U.S. Department of Education Modification to the Contract, as it refers to Task 10, Section IV, dated January 13, 1993. See Exhibit A. It includes three parts.

Part I consists of the Executive Summary followed by a separate introduction to the report and method of organization.

Part II Major Activities begins with a general service area summary including a description of Service Area 6, the number of states, the number and types of Title VII CIPs by state, the number and types of non-federally funded education programs for LEP students by state, and demographics and linguistic characteristics of LEP students by state. It also includes a description of the MRC staff, resources, facilities and major service delivery modes that MRC SA6 utilizes for providing training and technical assistance. A summary description and documentation of service activities (tasks) carried out

during the year is also included.

Part III Outcomes and Accomplishments is a description of selected training activities by state which is followed by an analysis of client response to services. The primary outcomes and impact of MRC SA6 on the progress made by SEAs and LEAs in Service Area 6 in improving project management, content and methods of instruction, LEA, parent and community awareness and use of Center resources to respond to the needs of each state is described in this section. A summary of salient coordination activities with Part A, Part B, and Part C programs, as well as with other federal programs, community agencies and professional associations is included.

Special Information Gathering Activities describes progress made toward collecting and sharing information with other MRCs under Task 6. Activities chosen to be emphasized within the area of Education Technology for LEP Students and MRC SA6's approach used to obtain, organize and distribute information is described.

Part IV Educational Environmental Changes, and Current Issues provides an analysis of lessons learned and future trends in Service Area 6. Directions for serving clients in Service Area 6 are discussed and based on descriptions of projected changes in teacher demand, state and local policies and demographic changes.

Attachment A - Comments from clients as anecdotal evidence of impact (samples selected).

Attachment B - Letters from clients expressing satisfaction with MRC services:

(sample selected at random).

EXHIBIT B

Task 10: Prepare Annual Performance Report
Contract T292013001

FORMAT AND INSTRUCTIONS TO CONTRACTORS FOR
THE MRC ANNUAL PERFORMANCE REPORT

The Annual Performance Report shall consist of the following sections:

I. Executive Summary

The Executive Summary shall consist of no more than three (3) single-spaced pages summarizing the major accomplishments and activities of the year as well as the Assigned Information Area activities. All ensuing sections of the report shall be double-spaced.

II. Major Activities

The contractor shall prepare a summary description and documentation of the training, technical assistance and coordination activities carried out by the contractor during the contract year. The contractor shall include a description of the service area, detailing by state the numbers and educational condition of the LEP students in the state and the programs designed to serve them. The contractor shall describe the MRC staff, resources, and facilities and how these resources were used to carry out the activities specified in the contract.

III. Outcomes and Accomplishments

The contractor shall describe the outcomes obtained from MRC activities and the results of training and technical assistance activities in advancing programs in the service area. The Annual Performance Report shall contain summaries of clients' responses from the evaluations conducted in the separate training and technical assistance activities. The contractor shall include any special accomplishments or innovations undertaken during the contract year.

IV. Educational Environmental Changes, and Current Issues

The contractor shall describe trends, educational innovations and current issues noted in scanning the educational environment of the service area. The contractor shall include descriptions of demographic changes, changes in teacher demand, and state and local policies which affect services to LEP Students.

PART II

MAJOR ACTIVITIES

PART II

MAJOR ACTIVITIES

HISTORY AND DEMOGRAPHICS

Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Service Area 6, encompassing Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin, has a rich and diverse ethnolinguistic heritage, representing language groups from around the world. The Ojibwa, also known as Chippewa, migrated into this region from upper New York and Canada during the mid-1700s as a result of the French and Indian Wars. Resulting from the migrations of the Ojibwa into Upper Minnesota, Wisconsin, and Michigan, and of other American Indians through Wisconsin, the original peoples of this region--the Lakota--moved into Southern Minnesota, North Dakota, and South Dakota.

During the 1800s, immigrants settled in this area from throughout Europe, particularly Poland, Germany, and Scandinavia. Hispanics, many of whom were seasonal migrant workers, arrived in the region after World War II. More recently, large numbers of immigrants from Southeast Asian, Arabic, Eastern Europeans, Middle Easterners, and (in increasing numbers) Central American countries have settled in the Service Area.

Bilingual education has a strong tradition in this region; one finds minutes of school board meetings written in German in Milwaukee (Stein, 1986) and in northern Wisconsin prior to World War I, and in Swedish in parts of Minnesota. (For an excellent history of bilingual education in the United States prior to World War II, see Andersson & Boyer, 1978.) Unfortunately, American Indian boarding schools did not exercise a similar respect for the cultures and languages of their students who were forced to not use their native languages. Moreover, with the advent of the first World War, public school-supported bilingual schools in the region were effectively closed.

Linguistic diversity continues to be a unique feature of Service Area 6. Census data from the National Center for Education Statistics (NCES, 1991) indicate that Hispanics are the largest non-black minority group in the region, comprising 0.9% of the total school enrollment in Iowa, 1.8% in Michigan, 0.9% in Minnesota, 1.1% in North Dakota, 0.6% in South Dakota, and 1.9% in Wisconsin. Asians and/or Pacific Islanders comprise 1.2% of Iowa's school population, 1.2% of Michigan's, 1.7% of Minnesota's, 0.8% of North Dakota's, 0.7% of South Dakota's, and 1.7% of Wisconsin's school populations. Finally, American Indians are 0.3% of Iowa's school enrollment, 0.8% of Michigan's, 1.5% of Minnesota's, 5% of North Dakota's, 7.6% of South Dakota's, and 1% of Wisconsin's school populations.

More up-to-date and refined data about student language backgrounds and numbers of LEP students are available from each of the states in the Service Area. Iowa, Michigan, Minnesota, and Wisconsin require LEAs to conduct an annual census of LEP students and the language groups they represent; North Dakota and South Dakota do not mandate a census, although they gather this information, mainly on a voluntary basis from school districts, in order to fulfill their own Title VII reporting requirements. Common features among the states' mandated census and reporting requirements should be noted:

1. The population of students who use a non-English language at home is the pool from which the LEP population is drawn; thus, each of the six states requires a native language census as the first step in determining the number of LEP students in an LEA.

2. Individually based indicators of English oral proficiency are used; levels of English proficiency are described similarly from state to state.

3. Student performance on standardized measures of academic achievement in reading and mathematics are used in determining which students are LEP.

Sources of by- and within-state variation should be noted:

1. The specific measures used for language proficiency and for academic achievement vary from district to district.

2. States use different academic achievement criteria to identify LEP students. Minnesota's academic criterion is to score one-third of a standard deviation below the local norm on the measure being used. Michigan's cutoff is set at the 40th percentile ranking; whether that ranking is set against local, state, or national norms is left open. Iowa's cutoff is based on local norms. Wisconsin has no prescribed cutoff, although local practice seems to be for LEAs to follow Chapter 1 practices.

Regardless of these variations, the by-state census figures provide a better indication of numbers of LEP students, as well as of state needs, than do the national census figures. State figures represent actual counts conducted at the local level; thus, they are the basis on which state and local perceptions of need are created. While some states, like Michigan, have the mechanism for conducting a more accurate count, other states depend on the cooperation of local school districts. Noticeable is the tendency of some local agencies to undercount using different criteria, when government financial support is not available. All six SEAs in the service area shared their most recent LEP census with us. The following narrative is based on their figures.

Using state figures, need can be defined by the number of students who are identified as LEP, versus the smaller number who actually receive services. For the 1993-1994 school year, the SEAs in Service Area 6 reported a total of nearly 94,274 LEP students who were eligible to receive services, representing over 100 different languages.

Iowa reported 14 language groups in substantial numbers in the state's schools and a LEP population of 4,656, which is 4.94% of the LEP population within the Service Area. Michigan reported 85 language groups and a LEP population of 37,272, which is 39.54% of the Service Area's total. Minnesota's report was of 57 language groups and a LEP population of 17,979, which is 19.07% of the Service Area's total. North Dakota reported just six language groups with a category of "others". A total LEP population of 8,652 represents 9.18% of the service area's total. South Dakota's 28 language groups include 8,341 students, or 8.85% of the service area's total. Finally, Wisconsin reported 94 language groups, and a LEP population of 17,374, which is 18.43% of the Service Area's total (see Table I).

TABLE I

DISTRIBUTION OF L.E.P. STUDENTS BY STATE AND LANGUAGE*

	IOWA	MICHIGAN	MINNESOTA	N DAKOTA	S DAKOTA	WISCONSIN	TOTAL
SPANISH	2,297	20,030	3,776	779	891	6,519	34,292
HMONG	64	1,538	7,371	0	0	8,398	17,371
LAO	318	654	1,438	0	16	723	3,149
THAI DAM	152	21	45	0	5	20	243
VIETNAMESE	894	1,264	1,798	104	55	221	4,336
KHMER	155	144	1,078	0	41	143	1,561
OJIBWE	0	657	43	200	160	0	1,060
LAKOTA/DAKOTA	0	0	2	6,289	3,949	0	10,240
ARABIC	10	6,126	78	173	13	145	6,545
CHALDEAN	0	1,514	0	0	0	0	1,514
HUTTERITE/GERM.	0	0	0	260	1,399	0	1,659
RUSSIAN/UKRAN.	0	425	360	0	0	155	940
OTHER	766	4,899	1,990	847	1,812	1,050	11,364
TOTALS	4,656	37,272	17,979	8,652	8,341	17,374	94,274

* M.R.C. Service Area 6

GEOGRAPHIC VARIATION IN THE CONCENTRATION OF EACH STATE'S LEP STUDENT POPULATION

How LEP students are dispersed within each state in the Service Area varies along urban and rural lines. Typically, LEP students can be found in each state's urban centers, with a few attending suburban schools, and even fewer attending rural schools. To obtain a sense of how students are distributed within each state, we analyzed each state's data to identify which districts contain over 1% of that state's LEP population. The narrative turns to the results of that analysis.

In Iowa, 86% of the state's LEP student population can be found in 17 districts across the state. As the urban centers of Iowa are scattered throughout the state, so is its LEP student population. In our analysis of the Iowa data, we could find no clustering of LEP students around any one metropolitan area. Des Moines, the state's largest city, is located in the center of Iowa, and it also includes the largest LEP population (30.5%). Sioux City, in the extreme northwest corner of the state, has 11%, and Davenport, on the central-eastern border with Illinois, has 6.3%. Next, in rank order, are: Sac & Fox Community (5.1%), West Liberty (5.1%), Cedar Rapids (4.4%), Ames (4.2%), Iowa City (3.9%), Muscatine (3.7%), Marshalltown (1.9%), Pella (1.9%), Waterloo (1.6%), Columbus (1.5%), Grinnel-Newbury (1.4%), Boyden-Hull (1.3%), Burlington (1.1%), and Ottumwa (1%). In the geography of Iowa, all of these districts would be considered to be far apart.

Michigan, on the other hand, has its LEP student population clustered around three areas of the lower peninsula. Although 76.4% of its total LEP population is spread out among 21 school districts, nine of those districts are in the Metropolitan Detroit area and include 43.7% of the state's total LEP population; another four districts due north of Detroit include 10.97% of the total; and three districts at the western end of the state include 9.7% of that population.

In the Metropolitan Detroit area, the following districts include more than 1% of the state's LEP student population: Detroit (18.9% of the state's total), Dearborn (6.93%), Wayne ISD (3.7%), Farmington (3.2%), Plymouth-Canton (2.9%), Hamtramck (2.8%), Pontiac (1.9%), Ann Arbor (1.3%)

Bloomfield Hills (1.85%) and Warren ISD (1.94%). North of Detroit are Saginaw (5.09%), Troy (2.83%), Bay City (2.4%), Van Buren ISD (1.91%), and Flint (1.7%). In the western part of the lower peninsula are Grand Rapids (5.9%), Holland (3.78%), Macomb ISD (3.65%) and Kalamazoo (1.9%). Other districts with more than 1% of Michigan's total include Lansing (6.38%), L'Anse (in the Upper Peninsula, 1.5%), and Adrian (1.1%).

Relative to the other states in the service area, Minnesota's LEP students are the most geographically concentrated students, 84.7% are found in 11 districts, eight of which (containing 68.6% of the state's total LEP population) are within the Metropolitan Twin Cities; an additional two districts are a short drive away. In the Twin Cities, large numbers of LEP students can be found in St. Paul (33.4%), Minneapolis (24.3%), Bloomington (3%), Robbinsdale (2.5%), Rosemont (2.4%), Roseville (1.9%), Anoka (1.1%), and Richfield (1%). Near the Twin Cities are Saint Cloud (2.2%) and Minnetonka (1%). The final city is Rochester (11.8%).

In North Dakota, the state's LEP student populations are spread more or less evenly throughout the state, much as is the case in Iowa. If there is any clustering, it is around the state's Title VII funded districts: i.e., Belcourt (71.6% of the state's total), Bismarck (4.4%), Fargo (5.5%), Fort Toten (6.1%), Fort Yates (8.9%), Grand Forks (6.4%), Minot (5.1%), Solen (2.2%), and Saint John (2.2%).

It is not clear from South Dakota's census information how its LEP student population is dispersed around the state, although it seems that the Title VII programs cluster around its two major cities of Pierre (e.g., Eagle Butte and Mission) and Rapid City (e.g., Batesland, Kyle, Manderson, and Oglala).

Wisconsin's LEP population is both clustered in the southeast corner of the state and spread out over its northern tier. Of the state's LEP population, 82% can be found in 13 Wisconsin school districts. Hispanics tend to predominate in the southeastern part of the state: Milwaukee (33%), Racine (8.9%), Waukesha (5.7%), and Kenosha (3.8%). A mixture of Hispanics and Southeast Asian refugee students

can be found in Madison (8.7%), Sheboygan (3.6%), and Janesville (1.1%). Along the northern-central tier's urban areas are LEP students from Southeast Asian backgrounds: LaCrosse (5.8%), Green Bay (3.5%), Wausau (3%), Oshkosh (1.8%), Appleton (1.7%), and Manitowoc (1.7%). A large number of these last areas (Green Bay, Oshkosh, Appleton, Manitowoc) are near the Lake Michigan shore.

Hence, the Service Area shows multiple patterns of distributions of LEP students. In Iowa and North Dakota populations tend to be scattered; in Michigan, there is clustering around three main locations, all of which are within easy driving distance of the state capital; in South Dakota and Wisconsin, there is some clustering and some scattering; in Minnesota, LEP students are clustered within the Metropolitan Twin Cities area, where an MRC field office is located.

NUMBER AND TYPES OF TITLE VII PROJECTS

In proportion to the LEP population identified in the United States 1990 census and annual SEA counts, the state of Michigan has the most Title VII projects with a total of 21, while the area encompassed by North Dakota and South Dakota has the heaviest concentration with 28 Title VII programs. The state of Wisconsin, with the second largest LEP population in the area, does not have a single Title VII funded classroom program. Minnesota, with the third largest LEP student population, only has four LEA based instructional programs funded by Title VII monies and those four are concentrated in Minneapolis and St. Paul. In total, Service Area 6 contains 53 Classroom Instructional Programs as primary clients (10 special alternative, one developmental, 41 transitional bilingual education programs, and one family literacy). Additionally there are six education agency grants, five educational personnel and three fellowship programs. Table II below indicates that, during fiscal year 1992-93, MRC SA6 had a total clientele of 67, resulting in an increase of 12% over the number of clients identified on RFP 92-069 which was the basis for budgeting the current MRC under contract T292013001.

TABLE II

TITLE VII GRANTEES IN SERVICE AREA 6 BY STATE AND GRANT CLASSIFICATION

TITLE VII GRANT CLASSIFICATION	STATE						
	IA	MI	MN	ND	SD	WI	TOTAL
Transitional Bilingual Education	7	7	4	10	10	–	38
Developmental Bilingual Education	–	1	–	–	–	–	1
Special Alternative	–	6	–	1	2	–	9
Special Populations	–	–	–	–	–	–	0
Family Literacy	–	–	–	–	–	–	0
State Education Agency	1	1	1	1	1	1	6
Short Term Training	–	–	–	–	–	–	0
Educational Personnel	–	2	1	1	–	2	6
Fellowship Program	–	1	–	–	–	1	2
Special Competition Award	–	1	–	–	–	–	1
District Funded	–	–	–	–	–	–	0
Emergency Immigrant	–	–	–	1	–	–	1
TOTAL	8	19	6	14	13	4	64

During the 1993-1994 school year, 53 classroom-based Title VII projects--i.e, transitional, special alternative, and developmental projects--were distributed in Service Area 6 as follows: Iowa had seven projects (13.2% of the total); Michigan had 17 projects (32.08); Minnesota, four (7.55%); North Dakota, 14 (26.42%); South Dakota, 11 (20.75%); and Wisconsin, with its history of state and local funding for programs that serve LEP students, had no Title VII funded projects.

NUMBER AND TYPES OF TITLE VII CLASSROOM INSTRUCTIONAL PROGRAMS

Table III shows the geographical locations of each of the Title VII programs. Wisconsin has no Title VII funded programs. But, it should be noted that large urban areas such as Madison and Milwaukee in Wisconsin, previous recipients of Title VII grants, have built the capacity in personnel and local resources to provide special ESL and multicultural instruction to their large and diverse LEP enrollment. Additionally, 38 school districts in Wisconsin receive State monies to offer special programs for 11,979 LEP students in grades K-12. These districts are: Appleton, Berlin, Delavan-Darien, Eau Claire, Franklin, Green Bay, Janesville, Kaukauna, Kenosha, LaCrosse, Madison, Manitowoc, Marshall, Menasha, Menomonie, Milwaukee, Neenah, Nekoosa, New Berlin, Oak Creek-Franklin, Oshkosh, Racine, Sheboygan, Shorewood, Stevens Point, Superior, Two Rivers, Waukesha, Wausau, Wautoma, Wauwatosa, West Bend, Whitewater, Whitnall and Wisconsin Rapids.

DESCRIPTION OF ETHNOLINGUISTIC GROUPS

The Service Area's Title VII, state, and locally funded projects for students of limited English proficiency serve over 80 different language groups. To determine which of these groups represent significant numbers in the service area, we first collapsed across some language groups where the distinctions are subtle (e.g., our category of Thai includes speakers of its various dialects,

TABLE III

GEOGRAPHICAL LOCATIONS AND NUMBERS OF TITLE VII GRANTS OF PRIMARY CLIENTS (LEAs) IN SERVICE AREA 6

IOWA	MICHIGAN	MINNESOTA	NORTH DAKOTA	SOUTH DAKOTA	WISCONSIN[1]
Cedar Rapids	Battle Creek	Minneapolis (3)	Bismarck	Crazy Horse Day Sch/Wanblee	NO TITLE VII PROJECTS
Columbus Junction	Berrien Springs(2)	St. Paul	Fargo (2)	Eagle Butte	
Davenport	Dearborn (3)		Fort Yates (2)	Little Wound	
Marshalltown	Detroit		Mandaree	Loneman School	
Sioux City	Farmington		New Town	Pierre Indian Learning Center	
Storm Lake	Flint		Solen/Cannonball	Shannon County	
West Liberty	Hamtramck (2)		Theo. Jamerson	Todd County (3)	
	L'Anse		Twin Buttes	Wounded Knee (2)	
	Macomb		White Shield		
	Pontiac				
	Walled Lake				
	Wayne Co RESA				

[1] *Wisconsin has 38 state-funded projects.*

such as Thai Dam) and then we established two criteria: (a) a given language group should total 3% or more of either state's or the entire service area's LEP student population or (b) the language group should be one that is served by multiple Title VII funded projects in the service area. According to these criteria, eleven ethnolinguistic groups are represented in significant numbers in Service Area 6. Rank ordered by size, they are Spanish, Hmong, Lakota/Dakota, Vietnamese, Arabic, Lao, Khmer (Cambodian), Chaldean, Thai, Russian, Ukraine, Hutterite/German and Ojibwa. The category "other" includes lower incidence languages in the area.

We recognize, of course, that these groupings should not be interpreted as reflecting monolithic, homogenous ethnolinguistic groups. Hispanics include individuals whose cultural heritages vary widely: Mexican, Puerto Rican, Cuban, Central and South American, and Spaniard. Speakers of Arabic languages represent the spectrum of the Arabic speaking world: Lebanon, Iran, Iraq, Yemen, Saudi Arabia, the West Bank, Palestine, and so on.

Table I provides a representation of the Service Area's distribution of LEP students by state and by language. Spanish speakers are the largest single ethnolinguistic group in the Service Area, over 36.37% of the total LEP population. In Iowa, Michigan, Minnesota and Wisconsin, they are the largest LEP student population; in North Dakota and South Dakota, the second largest. Hispanics live throughout the Service Area, although their greatest numbers can be found in the urban region from Detroit through Michigan's lower peninsula, around Lake Michigan and into southeast Wisconsin in the Milwaukee area.

Speakers of Hmong are the second largest ethnolinguistic group in the region, with 18.43% of the service area's total. They are the largest group in Minnesota and the second largest in Wisconsin. The Hmong live in a crescent along the northern tier of the Service Area, which stretches from Minneapolis/St. Paul (MN) to Green Bay (WI).

At 11.99% of the Service Area's total, speakers of Lakota are its third largest ethnolinguistic

group. These students are the largest LEP student population reported in North Dakota and South Dakota.[1]

The fourth largest group are speakers of Arabic, representing, 6.94% of the total.[2] Their greatest concentration is in the metropolitan Detroit area; for example, the Dearborn area has one of the largest concentrations of Arabic speakers outside of the Arabic world. This group is the second largest group in Michigan.

Speakers of Vietnamese constitute 4.53% of the service area's LEP student population and are its fifth largest LEP student population. They are Iowa's second largest population, and third in Minnesota and Michigan.

Speakers of Lao, at 3.34% of the Service Area's total, comprise its sixth largest ethnolinguistic group. In Iowa, they are the third largest group and, in Minnesota, fourth. Hutterite/German speakers rank seventh or 1.76% of the total. Speakers of Khmer (Cambodian) rank eighth, 1.66% of the total. In Minnesota and Iowa, they are the fifth largest group. Chaldean speakers at 1.61%, Thai speakers at 0.26%, and speakers of Ojibwa at 1.18% rank ninth through eleventh in the service area.

All of the viable ethnolinguistic groups found in Service Area 6 share common needs based on common characteristics. By definition, LEP students have limited proficiency in English and rate low in academic achievement. Low-achieving students are known to leave school without earning a diploma in greater proportion than their peers (Steinberg, Blinde, & Chan, 1984), and hence, these students might be considered "at risk." Moreover, LEP students tend to be of lower socioeconomic status (SES) and

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[1] We would like to note, in passing, that the census figures involving American Indians might be problematic. First of all, not all states include American Indians among their LEP student census. Second, North Dakota does not break out its American Indian languages by group. Though speakers of Lakota are, by far, the largest populations of American Indians in that state, we realize that included in our count are speakers of Ojibwa, Mandan, Mitchif, and Arikara.

[2] If one combines their total with that for speakers of Chaldean--there is some debate about whether or not this should be done--then speakers of Arabic/Chaldean become the service area's fourth largest group, with 8.55 percent.

to have extended family ties that may reach across marriage as well as kinship. Given their socioeconomic status and their family ties, language minorities tend to settle in urban areas where employment opportunities are greater and where they can provide support for one another. Sex roles tend to be traditional, with women assigned domestic chores and men working outside of the home.

Underlying these important commonalities, however, are some real historical, cultural, and linguistic differences that must be considered in planning training and technical assistance to projects serving these populations of students. In an effort to streamline the following narrative, we will gloss over the very real differences among the various ethnic and linguistic groups that have been identified above. Instead, we will follow the practice of the U.S. Census Bureau and collapse across these groups, but in our case it will be to compare and contrast common themes.

Hispanics

Hispanics are the most common ethnolinguistic group in the Service Area. They tend to be primarily settled-out migrant workers whose families came to the north from Mexico in search of seasonal work. Other Hispanics in this Service Area include those of Puerto Rican, Cuban, and (in increasing numbers) Central American backgrounds. This pattern of variation is consistent with national statistics on the distribution of Hispanics: approximately 63% of all Hispanics in the U.S. are of Mexican descent, 12% are from Puerto Rico, 11% from Central and South America, 5% from Cuba, and 8% from some other country (Hispanic Policy Development Project, 1988, p. 6).

The education of Hispanic students--nationally and in the service area--is a history of repeated school failure, high dropout and illiteracy rates, and low academic achievement. The inability of schools to engage and to retain Hispanic students has been overwhelmingly documented in a series of national, regional, and state reports that do not need to be reviewed (NCES 1981, 1984, 1985a, 1985b). The educational status of Hispanics has reached crisis proportions, as state after state has been forced to

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contend with the changing demographics of this country's educational system (e.g., Michigan State Board of Education, 1986). Equally distressing, many of these students leave school illiterate not only in English, but also in, what is for many, their first language, Spanish (HPDP, 1988).

Many Hispanics have immediate or extended families in Texas, the Southwest, Mexico, or Puerto Rico. Their proximity to the Spanish-speaking world provides them with opportunities to interrupt schooling to visit family. In addition, some Hispanics have resisted assimilation into the larger society in an attempt to maintain their cultural heritage (Stein, 1986). For them, bilingual education is a means of maintaining that heritage and its language.

Some Hispanics can be said to have "made it" within the larger society. More specific to education, the concern of this narrative, Hispanics can be found in teaching and administrative positions throughout the Service Area. Hispanics can be found as teachers and administrators in school districts, faculty at universities, and staff in state education agencies. As Hispanics have come to vote in greater numbers, their political influence in the area has increased.

Hispanics are the fastest growing minority group in this country (HPDP, 1988). This is due not only to ongoing immigration from Mexico and Central and South America but also to the high birth rate of Hispanics who live in the United States. Sometime between the years 2000 and 2050, Hispanics are projected to become the largest minority group in the United States (HPDP, 1988). Hence, their educational status is likely to remain a pressing concern into the foreseeable future.

Spanish, the native language for Hispanics requiring bilingual and ESL services, is not a monolithic language. Spanish has national, regional, and even generational variants. The Spanish spoken by recent immigrants varies according to whether they are from Puerto Rico, Mexico, Central America, or South America. The Spanish spoken by Chicanos, the U.S. born children of immigrants, and/or individuals from other parts of the U.S. includes terms and phrases derived from English. Some variation--for example, the pronunciation of the letter ç--is superficial. Other features, such as use of the

same term to denote different ideas or objects, are deeper and, hence, more difficult to overcome. Across dialects, Spanish is phonetic in its orthography. Spanish is closer to English than any other major language represented in this area.

Southeast Asians

We have grouped the Southeast Asian language groups--Hmong, Vietnamese, Lao, Khmer, and Thai--together since it is common practice to do so. Yet, this grouping has resulted in the unfortunate practice of considering individuals from these groups as being a single monolithic group and of ignoring the real linguistic and cultural variations among them. Unlike Spanish speakers, who can usually understand each other with some effort, speakers of the various Southeast Asian language groups cannot do so. As we are learning from our own experience, considering Southeast Asian refugees as a single group also ignores the fact that many of them were on opposing sides of a disastrous series of wars over the past decades. This opposition has been carried over in cultural norms that result in covert hostility among individuals from different groups. This observation is not meant to condone such conflict, but it helps explain such things as children from one group refusing tutorial assistance from aides from another and parent advisory committees experiencing large fluctuations in attendance at their activities.

Also, we should draw distinctions among Southeast Asian groups based on date of arrival. Southeast Asians, who are considered refugees, arrived in this country during two waves of massive migration. Also, secondary migrations of individuals of Southeast Asian backgrounds has resulted in rapid shifting of school populations.

Southeast Asian refugees arriving prior to 1975--known as the first wave--tended to be members of the elite and ruling classes who had attended schools modeled on the French system. They were familiar with daily life in a technological society, and they came to this country with few, if any, real limitations. Many of these students have already graduated from the American school systems; they came

from highly educated, highly motivated backgrounds and seem to have rapidly mastered the intricacies of the American schooling system. Their relative success in that system is evidenced by their overrepresentation in mathematics, science, engineering, and related majors at universities in the Service Area. It is this first wave of immigrants that is often held up as the "ideal immigrant group" (Stein, 1986) by many educators, and it is against this group of refugees that other groups are often (implicitly) pitted when people talk about immigrants who "make it" in the American schooling system without much help.

The second migration of Southeast Asian refugees, however, tend to be different from those arriving prior to 1975. They come from the lower classes; many lived in the countryside in their home countries where formal education was not available or not considered necessary. Their stays in refugee camps severely limited their educational opportunities prior to entering this country; hence they are having difficulties making the transition into American schools. This is particularly true of some Hmong and Khmer students who come from families that are nonliterate in their native languages.

Many older children and adolescents arrived alone without their parents or guardians. They have had major interruptions in their education, and they face school policies that require students to leave the system after reaching a specified maximum age.

Recent refugee arrivals have lived in camps, where malnutrition and disease can take a mental, as well as physical, toll. Many of these students have developed physical and learning disabilities--hence, the ongoing interest in nonbiased assessment and in the development of appropriate special education programs for LEP students. Special education for Southeast Asian LEP students involves a cultural problem as well: given that education is highly valued and that it is seen as a scarce commodity that should not be wasted, parents often construe a diagnosis of a physical or mental learning problem as an

indication that their child should not be educated.[3] Thus, the topic of special education needs to be broached carefully to the parents of these children.

Recently arriving Southeast Asian refugees are oftentimes pitted against the first group of Southeast Asian immigrants--implicitly when academic performance is compared and explicitly over issues of leadership and privilege within the community. Intergroup conflicts may occur between the Vietnamese and other groups (especially the Khmer) due to their higher status and the lingering effects of the ongoing wars in Southeast Asia. Intragroup conflicts also may occur due to the transfer of political alliances from the home country to the U.S. Such conflicts often are unapparent to American observers since outright confrontations are rare; instead, conflict is acted out in subtle ways that are hard to detect.[4] Yet they have implications for Parent Advisory Committees: local district projects must be aware that such forces are at work and must be careful not to seem to favor one faction over another.

Among Southeast Asians, the Hmong are concentrated near the metropolitan Twin Cities and into Wisconsin where over 31,327 Hmong live. In proportion to their totals, the Lao and Khmer are found throughout Iowa, Minnesota, and Wisconsin. The Vietnamese tend to be concentrated in Minnesota, Michigan, and Iowa.

A "baby boom" among these groups has begun to reach the schools. For example, though small in absolute numbers, the Khmer are the fastest growing group in Wisconsin. After some years of concentrating attention on older students, the Rochester Public Schools in Rochester, MN, has

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[3] Informal discussions with a representative from the Michigan SEA indicate that a similar cultural view of education may be operating with Arabic parents whose children are diagnosed as needing special education services.

[4] For example, in Madison, WI, there are two groups of Lao immigrants, each group claiming to speak for the entire community. Also in Madison, the Thao clan of the Hmong do not belong to the United Refugee Service, while the Her, Yang, and Lee clans do. In the Twin Cities of Minneapolis and Saint Paul, MN, there is friction between Laotian immigrants who trace their original loyalties to the Army and immigrants whose loyalties were with the Air Force in their native country. Throughout the service area there are many other examples of intragroup conflicts that have been brought over from the "old country." Such conflicts are common among many immigrants to the U.S.

experienced the entry into first grade of larger than expected numbers of Khmer students. These young students are likely to enter school with different sorts of educational needs than their older siblings, cousins, and extended family members. Having been born in this country, they will enter school with more exposure to the English language and, hence, without having to develop English for basic survival. Yet in spite of much superficial acculturation, we need to remain aware that the major cultural discontinuities between home and school will remain for these children.

The Vietnamese and the Lao seem to have adjusted best to the American schooling system, while the Hmong and Khmer are having the most difficult time. The Hmong came from the rural areas of Vietnam and Laos and did not have the same access to the French-based schooling systems as did the Vietnamese and Laotians. Khmer refugees have been victims of a devastating civil war.

All of the Southeast Asian languages are very distant, syntactically, tonally, and orthographically, from English. The written status of Hmong is not clear. The most widespread orthography employs the Roman alphabet, but its symbols represent different phonemic elements in the Hmong language than in English.

Among Southeast Asians, as among Arabic speakers, school is very highly valued, and academic subjects are stressed by parents. As they are recent arrivals to this country, very few Southeast Asians are in positions of educational leadership. Those who have achieved positions of influence arrived with the first wave of refugees or they were in this country prior to the arrival of the first group--i.e., they tend to have been members of the educated elite in their native countries. Traditional clan structures have been maintained to some degree among Southeast Asian groups who are known to have relocated across the country to live near a traditional leader.

American Indians

American Indians form another major group in the Service Area. Though American Indians

comprise the third largest language minority group in the Area (NCES, 1984), they do not form a monolithic group representing any single language, and they are usually not "counted" in the SEA census of LEP students.

The most numerous of the American Indian LEP populations are speakers of Lakota who are found in North Dakota and South Dakota. The Ojibwa are found in a crescent that dips down into parts of North Dakota, stretches into northern Minnesota through Wisconsin and into Michigan's Upper Peninsula. The Menominee are found in northeastern Wisconsin, and the Mesquakie, in Iowa.

American Indians have some characteristics similar to the other groups. Like some Hispanics, Indians often migrate back and forth from urban areas to their familial homes; but for Indians, those homes are on reservations. Like the many Southeast Asians, American Indians place a great stress on oral traditions. Most Indian languages are not written, and where orthographic systems are developing, there is no uniform consensus about what should or should not be included in that orthography. And, as with some Arabic and Southeast Asian groups, internal conflicts can flare up between tribal groups, even within a single reservation.

The differences between American Indians and the other groups, however, are even more telling. American Indians' historical experiences in schooling have been, to say the least, devastating. Children were removed from reservations and taken to boarding schools where they were forbidden to speak their native languages (Andersson & Boyer, 1978). As a result of these and similar pressures on their historical languages, American Indians face the extinction of their native languages in this generation. Thus, bilingual education is seen as providing a means for renewing the tribal languages before they die out.

Alcoholism is a universally acknowledged problem among American Indians. School dropout rates and other social problems such as suicide among the young are highest among American Indians. These social and educational issues are acknowledged to be among the most severely challenging for the

American schooling system.

Not surprisingly, many Indian tribes are looking inward, to their own tribal controlled schools, for the sustenance and renewal of their cultures and ways of life.

Treaties between American Indian tribes and the federal government represent one unique feature of working with these groups that the MRC will be attentive to. For some tribes, particularly the Ojibwa, there is crossnational renewal of traditional practices. The Jay Treaty between the United States and Canada grants immediate and dual citizenship to Indians whose tribal boundaries extend across the U.S.-Canada border. Thus, many Ojibwa are looking to reservations in Canada--where the encroachment of Anglo society has been more limited than in this country--to provide cultural and linguistic renewal for the American reservations.

In some states--Minnesota and Wisconsin among them--there have been flare ups and tensions when American Indian people have asserted their treaty-based rights to gather and harvest natural resources outside of their reservations. Beyond lawsuits, these tensions have resulted in unwarranted attacks on American Indians and racially charged incidents targeted at American Indian students. In part as a result, some states have mandated that teachers study American Indian treaties as part of their preparation. The MRC will maintain a file of resources on these and similar issues.

Ironically, despite the fact that they are the oldest settlers in this country, American Indians occupy relatively few positions of educational responsibility, even within tribal controlled and/or reservation schools. Indians tend to be teacher aides but seldom teachers.

Arabics and Chaldeans

In contrast to Hispanics, who are found in large numbers throughout the Service Area, Arabic and Chaldean speakers tend to be concentrated in the lower peninsula of Michigan, especially around the metropolitan Detroit area. For example, in its bilingual programs the Dearborn, MI, school system

enrolls 1500 students whose first language is Arabic. Dearborn has one of the largest concentrations of Arabic speakers in the non-Arabic world. This ethnolinguistic group represents countries and subcultures from throughout the Arabic speaking world. Though many Arabic speakers are of lower socioeconomic status, there seems to be a slightly greater heterogeneity with respect to SES among Arabic speakers than among Hispanics; many are middle and upper-middle class.

As is the case for Hispanics, Arabic individuals working in education can be found in positions of authority at local school districts, in universities, in the Michigan Department of Education, and in various political settings. On the other hand, individuals from the Arab world have been subjected to a backlash caused by tensions between this country and segments of that world. Such feelings and their expressions can threaten children's schooling; care must be taken to overcome their effects.

The Service Area is home to many Arabic subcultures representing a wide variety of home nationalities. On occasion, nationalistic tensions between groups can flare up in the community and be reflected in the schools.

Arab orthography is written and read from right to left. It does not use the Roman alphabet, and in other ways it is very different from English.

RESOURCES AVAILABLE FOR THE OPERATION OF MRC SA6

The Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison SA6 operated with a one-year budget of $779,764 during the period reported here. This amount covered labor costs, facilities and other non-labor costs directly related to the delivery of services and general operation of the Center, as well as administrative, and indirect costs charged by the Contractor. The level of effort, as stated in the MRC SA6 contract between the U.S. Department of Education and the University of Wisconsin-Madison, the contractor, ranges from a minimum of 10,440 DPWH to a maximum of 13,920 DPWH per year. During the period of time covered in this report (10-1-93 through

9-30-94), 10,440 hours of professional level of effort have been spent.

Personnel

The MRC SA6 project personnel is comprised of a total staff of 6 FTE and 1.5 support staff distributed as follows: one Project Director; five Trainers, one administrative assistant and .5 secretary. A diversity of skills enables the entire staff to work as a cohesive and complementary unit, offering competency and continuity in the provision of supportive services to the designated service area.

From time to time, the MRC SA6 uses the professional services of outside consultants when a) specialists in a particular language and culture are needed; b) bilingualism in a low incidence language group in the region is required to conduct the services; c) noted national speakers are needed for large regional training institutes and other activities; and d) for those times when MRC SA6 trainers are scheduled out in the field and emergency requests for services from the clients in the region are received. FTE level of effort available from personnel leave or time elapsed between staff termination and new hire is used for these special personnel resources.

The qualifications and skills of the MRC SA6 staff have been valuable assets for the implementation of the Service Delivery Plan as well as for the general performance of the Center. Following is a biographical description of the MRC SA6 staff.

MINERVA COYNE, Director

Minerva Coyne is the Director of the Title VII Multifunctional Resource Center For Bilingual Education--University of Wisconsin-Madison, Service Area 6. She was the Director of the Title VII Midwest Multifunctional Resource Center SA5 and SA6 (1980-1992), where she previously served as a Coordinator (1975-1980). Minerva holds a Master's degree in Business Administration (M.B.A.) from Lake Forest School of Management, a Master's degree in Literature from Loyola University and a

Baccalaureate degree in Education and Fine Arts from St. Thomas of Villanova University. Minerva has also completed all coursework for a Ph.D. (A.B.D.) in Curriculum and Instruction at Loyola University. Her general areas of expertise related to the education of LEP students are: Program Management and Evaluation, Organizational Behavior, Teacher Training, Bilingual Classroom Instructional Methodology, Curriculum Design and Development, Spanish Language and Culture. Her previous working experiences were in teaching and school administration, and as an educational consultant and trainer. Related to her business training, Mrs. Coyne's interests and expertise are in Financial Management and Control, Managerial Psychology, Business and School Law, and Accounting.

KRISTINA ANSTROM, Training and Research Specialist

Kristina has an M.A.T. in English as a Second Language from the University of Washington, a B.A. in English/Business Administration, and has done post-graduate work in education. She has been involved in the education of limited English proficient students for nine years and holds teaching certificates in ESL and English. Kristina has taught ESL in the public schools in Washington at all levels, coordinated district-wide programs for LEP students, and organized community and district-wide multicultural activities. She has also taught both intensive and academic ESL at the University of Washington and Washington State University. Her most recent experience involved teaching adult literacy and ESL classes at Yakima Valley Community College. Kristina's areas of expertise related to the education of LEP students are: ESL classroom instructional methodology and techniques, content-area instruction for LEP students, literacy and writing, cooperative learning, and multicultural education. She has given inservice training and workshops on approaches to teaching ESL, computer-aided reading instruction for LEP students, assessment of LEP students, the cognitive academic language learning approach, team teaching and second language acquisition.

NEYSA CHAPARRO, Training and Research Specialist

Neysa Chaparro is a graduate of the University of Puerto Rico with a Bachelor of Arts in Secondary Education and Mathematics. She has completed additional graduate work in the fields of mathematics and computer science, and is presently pursuing a Master's degree in mathematics and bilingual education. Neysa is in her third year as a consultant for the MRC-SA6. She holds a math teaching certificate for grades 7-12 and has ten years teaching experience. Neysa has presented workshops for teachers, parents and administrators in the areas of: making accommodations for the LEP student in the mainstream classroom, strategies for teaching mathematics to limited English proficient students, parental involvement in their children's education, team teaching, cooperative learning, whole language, matching effective instructional techniques to culturally appropriate teaching/learning styles, aspects and issues of developmental adolescent psychology and the use of technology in the classroom.

MARY P. DIAZ, Minnesota Field Representative, Training and Research Specialist

Mary P. Diaz is the MRC SA6 Field Representative in Minnesota where she coordinates services, gives technical assistance and conducts training activities for clients. Mary has a M.A. in English as a Second Language/Linguistics, from the University of Minnesota; M.A. in Spanish from Middlebury College, B.A. in Spanish from Lake Forest College and additional studies in Spain. She has taught English as a Second Language in Spain from 1968 to 1978 at the Instituto Internacional and has trained ESL teachers both in Spain and the U.S. She directed and taught in several American college program. Prior to joining MRC SA6, Mary was the Program and Curriculum Specialist with the LEP Education Unit at the Minnesota State Department of Education (1978-1992). Mary has had experiences developing materials and conducting workshops for teachers of Arabic, Hispanic, Southeast Asian, American Indian in the areas of: second language acquisition, classroom teaching techniques, program and staff development, parental involvement, literacy, LEP special education and working with LEP students in the mainstream.

SCOTT JONES, Training and Research Specialist

Scott Jones joined the MRC SA6 in 1992. Prior to coming to the MRC SA6, Scott was a teacher trainer at the Midwest Bilingual Education Multifunctional Research Center in Des Plaines, IL. Scott is currently pursuing a doctorate degree in Curriculum and Instruction at the University of Wisconsin-Madison. Scott is a graduate of Eastern Illinois University with a Masters degree in Education and Illinois State University with a Bachelor of Science degree in Secondary Education. Scott has completed additional graduate work in English as a Second Language through National Louis University. In addition to his Illinois Teaching Certificate in Secondary Education, Scott holds Illinois Teaching Certificates in Elementary Education K-9, English as a Second Language, and School Guidance and Counseling. Scott worked as a Curriculum Specialist in a Title VII Special Alternative Instructional Program. Scott taught at the middle school level for four years. Scott has presented workshops for teachers, counselors, and administrators in the area of: adapting the mainstream curriculum for LEP students, whole language, cooperative learning, counseling the culturally diverse students, ESL instructional strategies, and title VII grant and program development. Scott's interest in public education are: curriculum design and implementation, global education, and content area instruction for LEP students.

MICHAEL McCAULEY, Training and Research Specialist

Michael McCauley is a graduate of the university of Northern Iowa with a Bachelor of Arts degree in Physics Teaching and minor in Physical Science, General Science and Coaching. He is currently pursuing a Masters degree in Curriculum and Instruction. Prior to joining the MRC SA6, Michael taught physics and physical science at Larkin High School in Elgin, Illinois, for four years. This provided him with firsthand experience of working with bilingual students in a subject where language is a factor, but not the focus. Michael has given presentations to students on science at the middle school level and on education at the university level. Other experiences that are pertinent to his background include, coaching

freshman and junior varsity soccer, working as a naturalist-interpreter, doing educational research in physics education and extensive participation and instruction in international folk dance.

PAOZE THAO, Training and Research Specialist

Paoze Thao has been a Training and Research Specialist for the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Service Area 6 since 1993. A native of Laos (ethnic Hmong), Paoze came to the United States in 1976 as a refugee. Paoze has a Ph.D. degree in Historical Foundations of Education from Loyola University of Chicago, holds a Master's degree in Applied Linguistics from Northeastern Illinois University and a Bachelor of Education in Teaching English as a Second Language from Chulalongkorn University, Bangkok, Thailand. Paoze has completed additional graduate work in Therapeutical Communications through Governors' State University. He was employed as a supervisor for the refugee services of Travelers and Immigrants Aid from 1978-1987 and as Director of Outreach for the Chicago District Office for the United States Immigration and Naturalization Service from 1987-1992. His previous working experiences were in refugee resettlement and legalization programs. Paoze conducts training in the areas of Southeast Asian culture, English as a Second Language, parental and community involvement, second language acquisition and cultural implications in student behavior, among others.

Facilities and Equipment

Institutional resources constituted an enormous contribution made by the University of Wisconsin-Madison to the Multifunctional Resource Center for Bilingual Education. By using existing facilities at the Wisconsin Center for Education Research (WCER) and the School of Education, the MRC bears no direct costs for office space or furniture at its central site and no cost other than supplies and similar costs for actual usage of equipment.

The MRC is centrally located in Wisconsin's capital city. The Wisconsin Department of Public Instruction, with its considerable resources and SEA representative, and the range of Wisconsin state legislative and administrative offices and resources, are all within walking distance of the MRC's home site. The field office at Hamline University in St. Paul, MN, is also the field office at a central site in the service area: Hamline University has its own considerable resources that are devoted to the education of LEP students and to teacher training, it is within a short distance of the MN SEA offices, and it is within a two-hour car drive of many of the service area's Title VII projects, including some in North Dakota, South Dakota and Iowa.

Resources Available From the University of Wisconsin-Madison

The University of Wisconsin-Madison contains a wealth of intellectual and physical resources available for use by the MRC. The University's library system contains over 20 individual libraries, all of which are connected through a computerized on-line catalog system. As UW-Madison employees, the MRC's staff has access to the system's collections of books, journals, and other media. Their library services, also available to the MRC, include reference and interlibrary loan.

On the campus of University of Wisconsin-Madison, there are three conference centers, which include dining and lodging facilities, near the MRC's home offices. These can be (and have been) used for special events. Meeting rooms are available at no cost to the MRC for its activities.

Computer capabilities that are used to supplement the MRC's own capabilities (see below) include access to computers, technicians, and programmers at the University of Wisconsin-Madison Division of Information Technology (DoIT), at the Microcomputer Laboratory operated by the School of Education, and at WCER. MACC is nationally recognized as a computing facility of considerable stature that provides access to a large VMS Vax computer cluster as well as access through InterNet National supercomputing centers at San Diego, CA, and Champaign, IL. In addition to supporting a range of

programming languages, the MACC facilities provide contract programming and statistical support. MACC also provides short courses designed to help individuals become computer literate. Staff from the currently funded MRC have taken courses at MACC in data base design, data management, and word processing. Such courses enable the MRC's staff to make better use of the computer systems that they have at their desks. MACC also provides computer equipment maintenance. Such services can back up the WCER's own specialists in the event of hardware problems beyond their capabilities.

Probably the single most important resource that the University of Wisconsin-Madison can provide to the MRC is its faculty who are known around the world for their research, scholarly, and service interests along a range of topics. Governed under the Wisconsin Idea, by which faculty are encouraged to provide service to the state and nation as a whole, faculty from a range of disciplines are accessible to others whose efforts they can support. The currently funded MRC has had many opportunities to call on UW-Madison faculty--from within and outside the School of Education--to meet with them, to provide services gratis to MRC clients, and as human resources for ongoing Center activities. For example, the currently funded MRC has profited from interactions with faculty in the University's English, Sociology, Chicano Studies, Southeast Asian, and American Indian Studies Departments; from within the School of Education, the MRC has called on the expertise of faculty in Curriculum and Instruction, Educational Psychology, Educational Policy Studies, and Educational Administration. Research projects housed in WCER are intellectual resources available to the MRC. Shared missions between the proposed MRC and the National Center for Effective Schools Research and Development and also the Center on Organization and Restructuring of Schools enhances the quality of training that the MRC offers to its clients.

Resources Available Within the School of Education

The Instructional Materials Center (IMC) is housed right next door to WCER in the Teacher

Education Building and serves as the School of Education library. Its collection of books, journals, and nonprint media is focused specifically on educational practice across the range of curricular topics. The IMC has the complete ERIC bibliographic database on CD-ROM and the complete ERIC document collection on microfiche. The IMC also has connections through BRS and DIALOG to a wealth of other computerized databases, including BEBA, PSYC, and Dissertation Abstracts.

The Instructional Media Development Center (IMDC) is housed in the Educational Sciences Building. Its resources include support along a range of media development activities. Audio- and videotape equipment for recording and editing, screening rooms, and portable computers with wide screen monitors are among the equipment, materials, and services that are available to the Center and widely used by MRC staff and client visitors.

The School of Education provides a Microcomputer Laboratory on the third floor of the Educational Sciences Building. This Lab contains educational software that is available for preview. In addition to computers from the IBM family, this Laboratory contains Apples, Mackintoshes, and Commodore Amiga Systems. The facility is available for use, at no charge, to School of Education faculty and staff.

Both of these facilities--the Instructional Media Development Center and the Microcomputer Laboratory--have been particularly useful to the MRC as it proceeds in its efforts involving educational technology and the education of LEP students (Task 6).

Institutional Resources Provided by WCER

The Multifunctional Resource Center for Bilingual Education is housed in the Wisconsin Center for Education Research, which occupies five floors (137,580 square feet) of the 13-story Educational Sciences Building on the University of Wisconsin-Madison campus. The building was constructed in 1972 with funds from the state of Wisconsin and the U.S. Office of Education and is shared with four

other School of Education departments and service units.

Large and small conference rooms in WCER are available to the MRC. These rooms are wheel-chair and otherwise accessible to people who are physically challenged, in keeping with the requirements of the RFP. A small meeting room is right next to the MRC offices on the seventh floor (Figure A, Room 792, 375 square feet). Larger meeting rooms can be found on the building's second and thirteenth floors (Figure B, Suite 247-253, Room 259, and Room 1369A). These rooms, which include facilities for telecommunications conferences, were used, for example, in the past MRC Training Institutes. All of these meeting rooms are readily available and very easily scheduled by projects in WCER; all that one must do is sign up for a room in the WCER Administrative Offices where a master schedule is maintained.

WCER contains an Administrative Services Office that handles most of the Center's processing of internal paperwork for the University of Wisconsin-Madison. This includes coordination and printout of up-to-date budget summaries, processing of staff travel reimbursement, and processing of outside consultant expense and honoraria forms, monitoring of University owned equipment, ordering supplies from approved University vendors, processing of payments for all purchases, maintenance of personnel files, coordination of hiring, and the overall coordination of all other financial matters involving the MRC.

WCER provides copy and mail services at actual cost. Special services, such as preparation of transparencies, shrinking of documents, and lamination of often used workshop materials, are also available through the copy shop. Mail services include not only U.S. Postal Service, but also UPS, Federal Express, and other carriers. WCER also provides FAX services to the MRC at cost; the recent purchase of a high quality fax machine will make possible the transmission and reception of documents that contain graphics as well as text and that can be reproduced with close to laser-print quality. In addition to the FAX service provided by the WCER, the MRC implemented use of its own FAX

FIGURE A

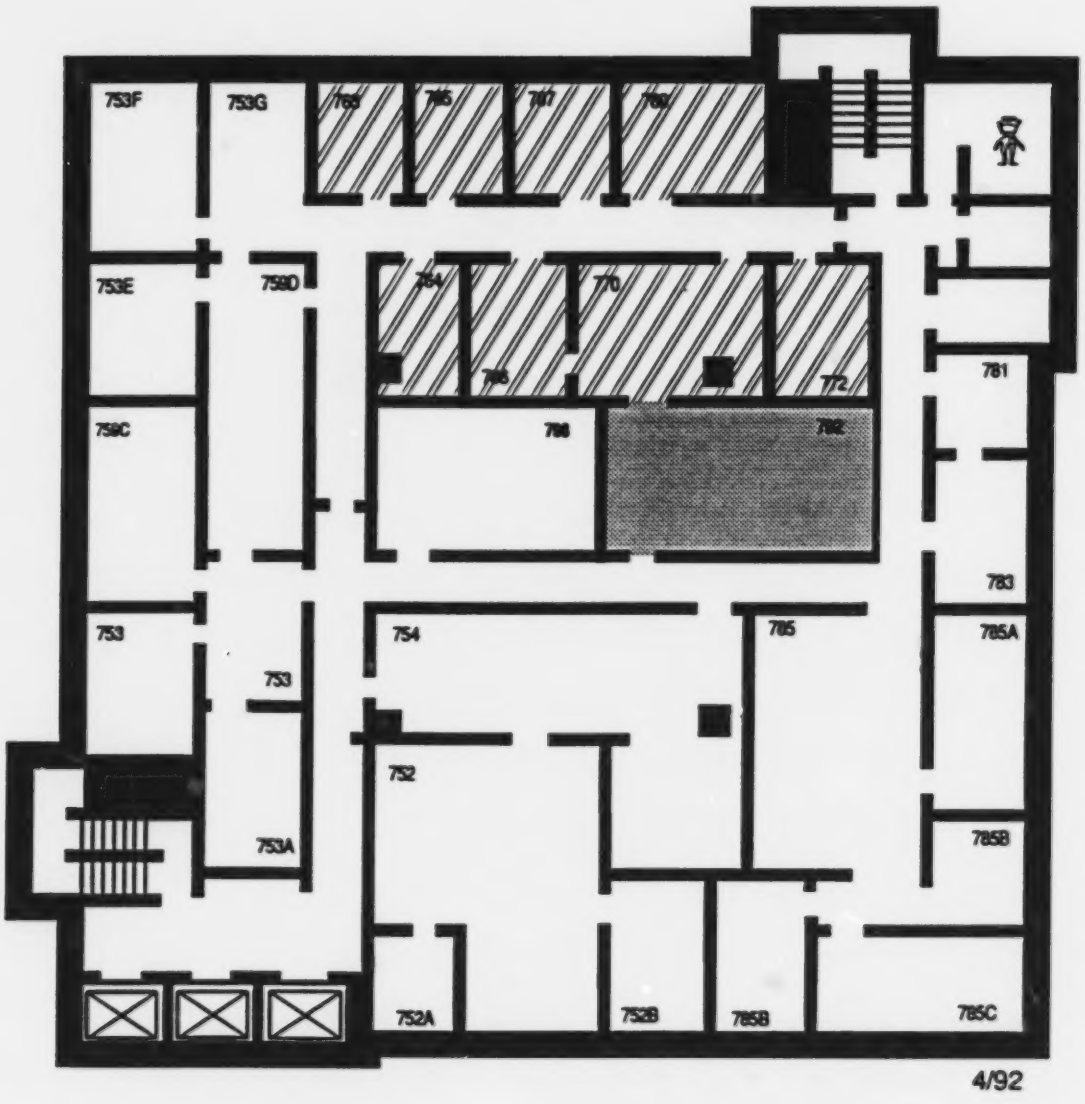

Figure A. Educational Sciences Building Seventh-Floor Layout

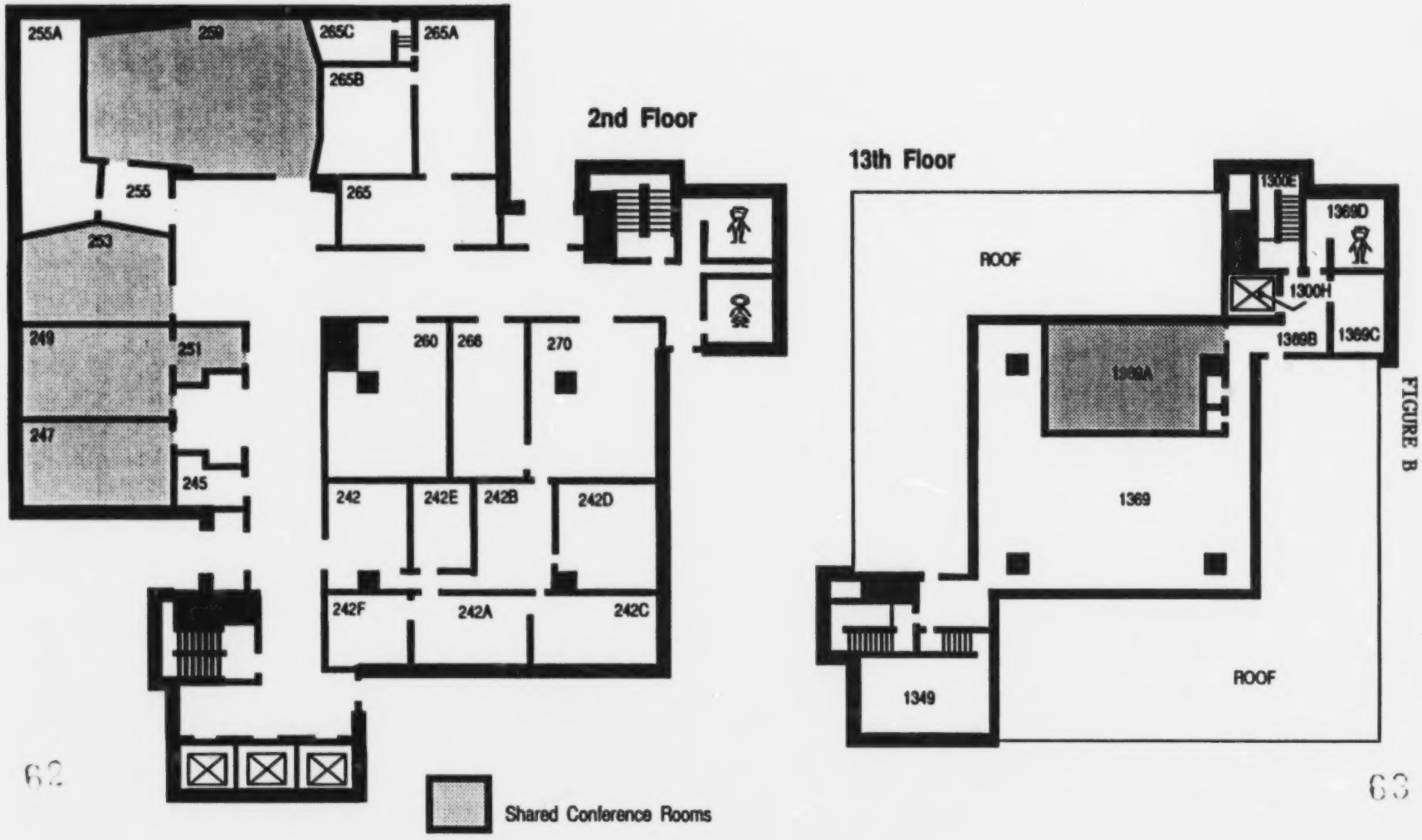

FIGURE B

Figure B. Educational Sciences Building Second- and Thirteenth- Floor Layouts

computer/telephone line.

WCER has an artist-in-residence who specializes in computer graphics, layout, and design. A professional editor provides editorial assistance with manuscripts, and computer hardware/software maintenance specialists troubleshoot computer difficulties and provide regula maintenance of WCER computer systems. Given the number of computers in the MRC, hardware maintenance is an ongoing concern. Hence, the ready availability of these services, which are shared with other WCER projects, provide the MRC with ongoing support at low, cost-effective rates.

Resources Targeted Specifically for the MRC

Madison Home Office

Office space for the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison is provided on the east wing of the seventh floor of the Educational Sciences Building (Figure A). This space includes an office for the MRC Director (Room 769, 180 square feet), six individual offices for the MRC Training and Research Specialist staff and graduate students (Rooms 763, 765, and 767 at 120 square feet each and Rooms 766, and 772 at 150 square feet each), and a common room with a receptionist/secretarial area (Room 770, 300 square feet).

Each MRC staff member has a desk, book shelves, filing cabinet, work table, individual phone with private line, and other furniture as needed to fulfill their jobs for the Center. Moreover, every MRC staff has an electronic mail address that allows him or her to communicate--through the BITNET and EDUNET systems--with people around the campus, at other campuses, and in other organizations that are located around the nation and even the world.

The currently funded MRC has a range of computer equipment. Much of that equipment has been provided by the School of Education out of the University's capital equipment exercises or has been purchased by WCER for use by the MRC. This equipment is upgraded by WCER regularly and includes

the following:

1. For the MRC Director: A CompuAdd 433 computer, with 486 processor and 4 meg RAM, 300 meg hard drive, laser printer, color monitor, AT-style keyboard, 2400 baud modem, and connection to the University's ethernet system providing rapid transmission of data, E-mail, etc. on campus and to other locations throughout the world.

2. For each of the Madison-based Training and Research Specialists: 386 based computer systems, with 1 MB RAM, 200 MB hard drive, 5.25" and 3.5" built-in floppy disk drives, color monitor, AT-style keyboard, an external 2400 baud modem, high quality dot-matrix printer, and connection to the University's E-mail and Internet systems.

3. At the Administrative Assistant's desk: A 486-based CompuAdd system, with 4 meg RAM, 200 MB hard drive, one 3.5" and one 5.25" built-in floppy disk drive, color monitor, AT-style keyboard, built-in 2400 baud modem, a Hewlett Packard Laserjet Series III printer with 2 MB built-in RAM, and connection to the University's E-mail and Internet systems.

4. For general data management and other purposes: a CompuAdd 486-based machine, with a math coprocessor (80387 chip), 4 MB RAM as extended memory, one 200 MB hard drive, one each 5.25" and 3.5" floppy disk drives, an AT-style keyboard, a mouse, a color monitor, an external 2400 baud modem, and a high quality dot matrix printer, also Harvard Graphics.

In order to help the Center with its training and to augment our efforts in educational technology, the MRC has the following equipment for its exclusive use:

1. two portable computers: One (80286 processor) with 640 KB RAM, 120 MB hard drive, 3.5" floppy disk drive, and high speed modem; and, the otheran 80386 Processor, 4 MB RAM, 120 MB hard drive, 3.5" floppy disk drive.

2. a Data Display LCD Panel that allows us to project from a computer screen to an overhead projector;

3. videodisc player with Laser Bar code pen and software that will allow for computer-controlled playback of scenes and interactive training.

4. FRECOM FAX software that allows us to send and recieve FAXs.

These items enable MRC staff (a) to train program personnel on how to use computers and other technologies, (b) to preview software with project personnel, (c) to use interactive videodisc technology in training, and (d) to link these technologies.

At each MRC computer the following software has been installed: MS-DOS version 6.0, Word

Perfect Library/Shell, Windows 3.1, WordPerfect 5.1 and 6.0, DBase III+,[5] and Procomm. Selected computers also have WordPerfect in Spanish, Thai and Lao word processing software, and Systat.

The computer hardware and software available for MRC staff enable them to update and upgrade materials for their staff development efforts. Also, the Center's data base management software allows it to maintain data that document the breadth and depth of the Center's activities among its various tasks.

The currently funded MRC has collected, over its eight years of operation, a professional resource collection of nearly 2,000 sets of workshop handouts, copies of journal articles, newsletters, books, manuscripts, audiotapes and videotapes, all of which are directly related to the range of topics for which the MRC provides training and technical assistance, including students dropping out; bilingual and ESL curriculum and instruction; effective teaching; teaching and learning of mathematics and science; educational research on staff development, effective schools, classroom processes, student cognition; reading and literacy; content area instruction; cultural issues and concerns. These materials are available to MRC staff as they provide ongoing services in the Service Area.

Minnesota Field Office

The Minnesota Field Office at Hamline University has access to the facilities, equipment, and services that are available at the MRC's home base site. Moreover, Hamline University provides to that office and staff the computer resources that are comparable to what is provided to the MRC Madison-based Training and Research Specialists: a 386-based machine, with hard drive/card, 3.5" and 5.25" floppy disk drives, color monitor, AT-style keyboard, an external 2400 baud modem, and high quality dot-matrix printer, and access to laser quality printing.

Through our subcontract with Hamline University, the MRC Field Representative has a private

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[5] This program has been particularly useful for entering and managing data about MRC staff time usage and detailed reports of their activities.

office, furnished with desk, book shelves, filing cabinet, and phone. Secretarial, clerical, duplication, mail services and Internet capabilities are provided at cost.

Working with colleagues from the University's Continuing Education Program, especially with a group of people involved in bilingual and ESL certification programs, the MRC field staff has access to the support and intellectual resources that these individuals can provide and to the substantial collection of materials in bilingual and ESL education that have been developed by those programs over the past decade. In addition, the MN Field Office staff has access to the University's libraries, meeting rooms, and other resources.

Due to the MRC's close working relationship with the MN SEA, the Center's MN Field Staff has access to many of the SEA's resources, including the SEA's library (which includes the ERIC system), media, and other resources. The LEP Education Unit has an extensive materials and resource collection that fills four walls of a single office. This collection also is available to the MN Field Staff for the provision of services.

Summary

The Multifunctional Resource Center for Bilingual Education, University of Wisconsin-Madison, has access to a wide range of facilities, equipment, services, and other resources. Many of these resources are available at no cost, out of overhead, as an in-kind contribution by the University, its subcontractor, or MN SEA. Costs are substantially less than if the MRC used non-University vendors for the items in question. Thus, the Center is able to focus its attention on its fourfold mission and scope of work (as discussed in the preceding narrative sections) in a timely and cost-effective manner.

DESCRIPTION OF TRAINING AND TECHNICAL ASSISTANCE PROVIDED

Multifunctional Resource Center for Bilingual Education, University of Wisconsin-Madison,

provides two main classes of services: training and technical assistance. Each of these is described in the following narrative, together with specific combinations of these activities in order to develop institutes, service clusters, and intensive field-based staff development.

Technical Assistance

Technical assistance, also known as consultative assistance or consultation, can be thought of as the giving of advice. It requires the transmission of information. Technical assistance entails the clarification of issues, the further development of ideas, and/or the exploration of alternative responses to the issues that gave rise to the need for service. By its nature, technical assistance involves interaction with an individual or, at most, with a small number of clients. Other forms of advice-giving, such as providing information or referring an individual to another individual or agency, are also technical assistance.

The following listing provides a more detailed definition of those activities that were provided as technical assistance:

1. Consultative Assistance: The MRC SA6 trainers were available to consult with teachers or project directors either at the Center or at the local educational agency. These consultations covered a broad range of needs pertaining to any component of the capacity building process. Sometimes, rather than providing direct help, the trainers facilitated the technical assistance process by linking teachers with outside resources.

2. Curriculum Consultations: MRC SA6 trainers worked with teachers in developing or adapting curriculum to meet special classroom needs. The preferred location of this activity is the Center to utilize the multitude of available resources. But, some assistance was done onsite, as in Dearborn, MI, and White Shield, ND.

3. Materials Development Assistance: MRC SA6 trainers were available to give special help and suggestions for developing, selecting, or adapting instructional materials.

4. Clinical Observations: MRC SA6 trainers were available to observe teachers in the classroom and provide specific feedback. The actual observation was always preceded and followed by consultation.

5. Follow-up: After attendance at statewide, regional, or local workshops and institutes, MRC SA6 trainers were available to provide follow-up in classrooms to help teachers

apply the learning of the workshop to specific classroom situations.

6. Training Trainers Assistance: During the capacity building process, Title VII LEA staff increasingly became more involved in local training activities as workshop leaders and trainers of teachers, aides and parents. MRC SA6 trainers were available to provide direct assistance to local staff in the planning and implementation of workshops.

7. Title VII Technical Assistance: The MRC SA6 trainers were available to assist project managers meet federal and state standards regarding project management and documentation and evaluation. Such activities were coordinated with the EACs.

8. Classroom Demonstrations: MRC SA6 trainers were available to go into classrooms and demonstrate specific instructional management skills and teaching techniques focused on limited English proficient students.

9. Materials/Films/Videotape Matching: MRC SA6 trainers were available to search out appropriate materials, audiovisual or printed, to meet a client's specific needs.

10. Credit-Granting Facilitation: MRC SA6 trainers maintained ongoing communication and working relationships with IHEs. They were able to facilitate linkages between such credit-granting institutions and LEAs to provide, through MRC training sessions or IHE program, programs and courses to help meet state and local certification requirements.

Most commonly, technical assistance was provided by phone, by mail (for follow-up), and in conjunction with some other activity being conducted by the Multifunctional Resource Center. Over the past eight years, we have found that technical assistance, when provided to project directors, can help them plan for the growth and development of their staff, of other school personnel, and of parents of LEP students. The second most common type of technical assistance has occurred during visits to classrooms as part of a training activity. In this case, teachers received coaching and advice that helped them improve how they teach their students. Finally, MRC clients were welcomed to visit the Center or its field office in Minnesota to receive technical assistance.

Training

Training involved providing information to a large number of people on a particular topic. Training was guided by the development of a specific agenda for the activity in question.

Training varied in its formality. Training workshops included give-and-take between participants

and the presenter. They usually include activities that helped develop the points being made. Training seminars included a number of presenters, usually engaged in discussion on a common theme. On occasion, seminars included the entire audience. Their structure allows for a very free-flowing discussion of topics. Lectures and speeches are more formal types of training, in that the presenters have prepared talks from which they stray very little. Audience participation, if any, was usually restricted to the end of the session.

Training institutes and conferences were composed of workshops, seminars, lectures, and speeches. Whereas the first four kinds of training activities may last from an hour to half a day, the latter two may run the course of one or more complete days, and they would draw larger audiences. Typically, institutes were designed around a narrower theme than are conferences, and the presentations were intended to be related, if not to build on each other. Conferences, on the other hand, were based on very broad themes, and presentations were tangentially related, if at all.

Finally, academic courses were the most long-term forms of training that carry with them degree-related credits. Courses included a wide range of alternatives. For instance, traditional courses have been conducted in a formal, classroom setting. Some innovative courses included field work, coaching, open-ended discussions among the participants, and the shifting of the teacher's role from dispenser of knowledge to that of collaborator and coworker.

Over the past eight years, the MRC's most common form of training has been provided to more than one district at a time, i.e., multidistrict training. In this case, training was planned closely with and hosted by a specific district. However, the MRC tries to ensure that surrounding districts were invited to attend the actual training activity. We recognize that in North Dakota and South Dakota, where districts are geographically nearby, this particular mode of training was possible to implement.

Service Clusters

A service cluster in terms of the MRC's staff and program development efforts can be thought of as an analog to the notion of service clusters used to describe those services that LEP students receive from their schools (Young, Hopstock, Goldsamt, Rudes, Bauman, Fleischman, Burkheimer, Zehler, Ratner, & Shaycoft, 1984; Young, Shaycoft, Hopstock, Zehler, Ratner, Rivera, & Rudes, 1986). Services for LEP students were broken down into their constituent activities, including tutoring, ESL support, self-contained classroom activities, and so forth. Yet, what Young et al. found was that all possible combinations of such constituent activities did not take place. Rather, groups of supplementary services seemed to co-occur. These groups formed empirical clusters, which were united by their similar contexts and goals for instruction. For example, where there were few certified bilingual teachers, or where students from a range of language groups attended school, or where there was a very strong philosophic commitment to developing English language skills as quickly as possible, services for LEP students would cluster around English as a second language instruction and classroom approaches that relied heavily on ESL. Alternatively, where a program was situated in a homogenous ethnolinguistic setting, or where there was a strong philosophic commitment to developing dual language literacy, program services tended to make greater use of certified bilingual teachers and of individuals who were competent in the common non-English language.

A service cluster, in other words, *is an empirically occurring set of activities that have a common purpose (or set of purposes) as their unifying theme*. A service cluster represents an ecologically valid response to a perceived set of problems, issues, and concerns. It develops from the tacit consensus among an organization's key players that this is how things "should" be done.

The idea of a service cluster also seems applicable to the MRC's program and staff development efforts. The constituent components of such efforts are the Center's training and technical assistance services. Training and technical assistance can vary along a range of structural dimensions: topical

content, how much time is spent in the activity, number of participants, type of participant involvement.

Yet groups of efforts did seem to occur. These typically were focused around a single topic and involve the interplay of various sorts of training and technical assistance episodes. Over the past eight years, staff from the currently funded MRC have visited individual school districts to conduct training workshops. Initially, the staff member would spend some extra time visiting with the Project Director, visiting classrooms, meeting with individual teachers and/or teacher aides, and so forth. Our original plan had been to develop the staff member's own knowledge of the Service Area as well as to carry out some informal technical assistance on an ad hoc basis. What occurred, however, was that the visit took on a focus and direction of its own. The MRC Trainer would engage in a series of interrelated episodes that built on each other and that revolved around a common felt need or theme.

For example, sometimes a Project Director would use the Trainer's visit as an opportunity to discuss concerns and issues related to program development and management. The Director might introduce the Trainer to other District Administrators and use the visit as an opportunity to discuss how the program was meshing with other of the LEA's educational programs. The MRC staff member would be called on to provide some rather specific forms of technical assistance around themes of program development. Alternatively, when classroom visits preceded a scheduled workshop, teachers would request and receive feedback concerning their lessons, their in-class activities, and teaching behaviors. Such interactions would lead to modifications in the planned workshop so that the Trainer would specifically refer to what she/he had seen in the visited classrooms and note particularly interesting teacher efforts.

To describe such a visit solely in terms of its constituent training and technical assistance episodes misses how these episodes were organized and how they meshed together. Yet our purpose in using the notion of service clusters for staff and program development goes beyond noting their existence. *We consciously used service clusters as an organizing principle around which to structure the bulk of the*

MRC's program and staff development efforts.

The use of service clusters for organizing the MRC's services is consistent with the research on staff development. That literature suggests that, for staff development efforts to succeed, there should be an organizational alignment concerning the reasons why the staff development activities are offered in the first place and that there should be support for such efforts among key players. Moreover, support for the particular focus should be expressed in a variety of ways and should occur in the actual day-to-day functioning of the school and its classrooms. An MRC service cluster fits these criteria. First of all, a training workshop would be organized around a specific topic. The actual structuring of that workshop would be negotiated between the Trainer and the Project Director in terms of attendance, length of time, method of delivery, and so forth. What occurred during the site visit prior to and after the workshop would be used to ensure the alignment of expectations, to prepare participants for the training session, to bring events from the life of the organization into the training workshop, and to support that effort afterwards. The variety of technical assistance episodes would all support the training in an ecologically valid manner.

This use of service clusters would indicate that travel for training workshops will last longer than just the scheduled training. Rather, it included time for prior visits and for follow-up in class (or onsite) activities. Such activities also included coaching, informal discussions with teachers after their working hours, sharing of reading materials, and other forms of follow-up that might take place from the MRC, by phone and/or by mail.

Virtually all of the current MRC's staff development activities were organized around this notion. We have found it to provide us and our clients with a powerful and more coherent way of thinking about the MRC; i.e., not just as the provider of one-shot, after school workshops, but as the provider of comprehensive services that are centered on program improvement and pedagogy.

Intensive Field-Based Staff Development

Another notion that drove the MRC Service Delivery Plan was taken from the staff development research and from our own experiences over the past years. According to the literature, staff development effort should be focused on a single theme and it should take place over time. The one-shot workshop--even when it lasts a day--has been found to have limited impact.

We do acknowledge the consistent finding of some rather impressive changes and improvements that have taken place when staff development efforts were concentrated. Thus, we conducted intensive, year-long training on a single topic involving projects who requested it, such as Dearborn in Michigan; Wisconsin Rapids and Beloit in Wisconsin; Sioux City in Iowa; Bismarck in North Dakota; and Wanblee in South Dakota.

The Delivery of Intensive Field-Based Staff Development

We organized our intensive staff development efforts according to our notion of service clusters. These clusters lasted a week each and were scheduled to take place over the course of the year.

Each site visit for the provision of intensive staff development services lasted three to five days. The MRC staff member visited schools and classrooms in which the LEA's program operated. She/he was an unobtrusive observer in an effort to determine how the classrooms are organized and how instruction is provided to LEP students. The MRC Training and Research Specialist shared reading and resource materials with teachers and their aides. He/she provided feedback to teachers when they requested it. Informal discussions on the topic took place during teacher breaks or after school. On occasion, the Trainer would demonstrate how a particular idea works by modeling it in the classroom, or with a small group of students, or with a single student. In general, MRC staff served as an ongoing resource, as a sounding board, and as a coach to a school, more than one school, or an entire program depending on who the participants were.

At all times, the staff member was an unobtrusive observer, a guest in the building and classroom. Formal workshops were planned and delivered as part of these efforts. Follow-up to ensure transfer of learning was part of this activity. In some cases, future workshop series for the next year were scheduled based on intensive field based staff development.

Currently, Program Directors from Wisconsin, Michigan, Iowa, North Dakota and Minnesota have expressed interest in such a long term training commitment by the MRC. The Detroit Public Schools, which recently hired a new superintendent, are placing great emphasis on local school empowerment and decision making. A key component of this effort is staff development for the teachers to make relevant decisions about curriculum and to improve their teaching methods. Specifically targeted in the district's efforts to improve its schools are those schools that enroll large numbers of LEP students; the currently funded MRC's services are featured in the District's plan.

The Bismarck, ND, Public Schools are targeting middle-school at-risk children in an effort to improve their achievement in mathematics and science and to reduce the likelihood that they drop out of high school. These efforts include the district's schools enrolling LEP students. They have specifically asked the MRC for assistance in developing their program.

Several districts in Wisconsin are targeting training for mainstream teachers to be sensitized to culture and new methods for teaching LEP students.

Finally, the Minneapolis Public Schools are shifting to site-based management for schools and a comprehensive program of services for all students that is known as the Collaborative Service Model. That model, which is school based, relies on everyone in a school assuming the responsibility for each student's total educational program. This entails coordination not just among the various categorical programs (and their teachers) but also among the classroom teachers in each school.

The Role of Research on Staff Development

The Center's services were based on current theories and research involving second language acquisition, child development, effective schools, adult learning, and school management. We did this in two ways. First of all, such topics served as the content of our services. Thus, we provided workshops on issues in effective schools or school reform and the implications of those efforts for the education of LEP students.

Second, we were informed by this research as we shape our own efforts. Thus, for example, we made every effort to ensure that our workshops respect the participants as thinking people who have immediate concerns and practical issues. Insofar as these concerns are addressed in the training, participants are more likely to actually implement our recommendation. According to the literature on adult learning, participants who resist our recommendations for practice may (a) hold beliefs that are contrary to our recommendations or (b) work in social conditions that do not allow for our recommendations. Under such circumstances, it is important to work with individuals to understand their situations and to create mutually acceptable solutions for their concerns and problems. The following list of guidelines for our training and technical assistance services is drawn from the literature on staff development:

1. Joint planning of inservice by all of those affected by the decisions were encouraged. Staff development activities tend to be more effective when participants have taken part in planning the objectives and activities. Objectives planned by the participants are perceived as more meaningful, with a higher degree of clarity and acceptance.

2. The content of inservices responded to the actual assessed needs of participants to the extent possible. Effective staff development practices are based on continuous assessment of participants' needs. As their needs changed, the activities were adjusted accordingly.

3. Teachers, classroom aides, parents, and administrators were viewed as skilled professionals who bring their own unique abilities to inservice sessions rather than as individuals who lack necessary skills. People like to be recognized as valued, competent, liked, and needed. Staff development activities that view each participant as a resource are more often responsive to

participant needs.

4. Title VII project directors were encouraged to integrate and institutionalize their training plans into districts' overall inservice plans. District level support needs to be visible.

5. The exact nature of the planned activities, convenience to participants, and cost-effectiveness were the major determinants of inservice location.

6. Title VII project directors were encouraged to hold training activities during the school day with released time when possible. Staff development activities that take place after school have less of a chance of being successful than those offered when participants are fresh.

7. Inservice objectives were highly focused and precisely specified to prospective and actual participants. More successful staff development activities appear to be those that are geared toward a relatively narrow grade level range; a specific topic; a specific set of skills; a plan that is ready for immediate use; or a set of instructional materials that translate into practice.

8. Where appropriate and feasible, differentiated training experiences, rather than common activities for all participants, were conducted. Different educational experiences for participants at different stages of their development are more apt to obtain their objectives than programs in which all participants engage in common activities.

9. Self-initiation, self-design, and self-instructional activities were encouraged. If a participant has chosen to become involved in an activity, there is a far greater likelihood that the experience will be meaningful.

10. Teachers, classroom aides, parents, and administrators were encouraged to participate as leaders who plan activities, serve as tutors and discussion leaders, and provide feedback and assistance to each other, utilizing a collaborative learning approach.

11. Active participant involvement was encouraged. When hands-on experiences with materials, active participation in exercises that will later be used with students, and involvement in small group discussions are used, participants are more likely to apply learning.

12. Lectures involved frequent references to day-to-day problems and were tied to relevant examples based on individual situations.

13. Problem-solving strategies were utilized where appropriate and feasible. Learning appears to be enhanced when peers can share similar concerns, problems, and solutions.

14. Presenters expressed enthusiasm and displayed a keen awareness of client needs.

Successful staff development activities are those in which the presenter addresses the subject from the participants' point of view. The presenter's expertise also plays a role, as does his/her ability to convey genuine enthusiasm for the subject.

15. The learning environment was optimal, whenever possible. More successful staff development activities take place within a low threat, comfortable setting in which there is a degree of psychological safety.

16. Workshops provided opportunity for practice and feedback. Staff development activities that include demonstrations, supervised tasks, and feedback are more likely to accomplish their objectives than those activities that expect participants to store skills for use at a future time.

17. Workshops provided for continuity and follow-up. Staff development activities that are thematic and linked to a staff development plan or a general effort are more effective than a series of one-shot approaches on a variety of topics. Opportunity to become involved in follow-up sessions motivates participants.

18. The building principal (if applicable) was encouraged to play an active role. Active means that the building principal should be a participant in all of the activities in which his/her teachers are involved.

19. Presenters stated expectations. Participants in staff development activities should know what they will be able to do during the activities and when the experience is over.

20. Where needed and requested, staff development activities were awarded college (or other kinds of) credit. This is a Title VII staff development priority governed by Public Law 100-297, Section 7021(f).

The MRC also began its training and technical assistance efforts with the refinement of each project's long-term goals for (a) student learning and (b) program development. Thus, the MRC shaped its services to the needs of each project and did not enter a district with a predetermined agenda. Based on our initial understandings of the goals for a project, we then recommended staff development and other activities to help the project attain those goals.

Cost Effectiveness of Services

We scheduled major workshop and training events to be centrally located. The MRC conducts regional and statewide workshops so that staff from multiple districts can attend them. We selected core

topics for these workshops, since we know that there is an ongoing demand for them. Moreover, by offering the same topic at different sites around the same state, we made it convenient for teachers, aides, and parents to know when a given topic is being offered and that it will be offered nearby.

The MRC coordinated with the SEAs in its service area for publicity involving its multidistrict training efforts. For example, the Iowa SEA publishes a yearly calendar of workshops. The Michigan, Minnesota, and Wisconsin SEAs mail out announcements of upcoming training to all of their state and locally funded projects. We coordinated our efforts with the North Dakota and South Dakota SEA representatives who also stay in touch with their own local projects. Finally, we invited the professional organizations in each state (e.g., the local affiliates to the national TESOL, NABE, or American Indian education organizations) to disseminate schedules of MRC training activities to their memberships.

Degree and Credential Coursework For Staff Development

The MRC assisted LEAs to identify teacher needs for degree oriented activities. When such activities fell within the scope of MRC services, we made every effort to coordinate our activities with local IHEs.

For most certified teachers in Iowa, Michigan, Minnesota, and Wisconsin, the obtaining of degree oriented credits is not as pressing an issue as their obtaining clock hours and similar sorts of credits that count toward their career ladders. Teachers already have degrees and certificates that enable them to work with LEP students--many have master's degrees due to their fulfilling LEA education requirements. What we have found most teachers to be interested in are clock hours, or some equivalent.

For instance, the Iowa SEA requires a certain number of clock hours of inservice teacher education on issues related to multicultural education. In Michigan, Minnesota and Wisconsin, teachers and staff are expected to engage in similar sorts of staff development. The MN SEA requires 18 contact hours of inservice training for all teachers who do not have ESL or bilingual certificates and who will

be providing services to LEP students for the first time during the current school year. These credits are the ones that teachers have typically been most interested in. We made every effort to provide teachers with such credits in our services through our coordination with the SEAs in our service area.

There were teachers in Michigan, North Dakota and South Dakota (which has just implemented an ESL/Bilingual Education endorsement) who were interested in degree oriented credits. In addition, we helped bilingual teacher aides interested in such credits to receive accredited training from the MRC in conjunction with local IHEs.

We found that many LEA projects are deeply concerned about the careers of their teacher aides and have actively encouraged them to seek credits for degree purposes. SEAs are also concerned about moving teacher aides into teaching positions. For instance, the Wisconsin SEA and the currently funded MRC collected a list of names and addresses of paraprofessional staff in the state's bilingual and migrant education programs mainly for Southeast Asian students. The SEA mailed this list to teacher training institutions throughout the state in an effort to help these IHEs better target their efforts to recruit minority student teachers. The Associate Dean of the School of Education, University of Wisconsin-Madison, the MRC SA6 Director, the Milwaukee Public Schools Director of LEP Programs and the Associate Dean of the University of Wisconsin-Milwaukee for Teacher Training met to address the issue of teacher shortage and the need for more degree and certification oriented teacher training programs. The impact of that effort is not yet known.

There were other efforts to obtain credits for MRC conducted teacher training in this Service Area. For instance, when the Minnesota SEA held a series of three-day regional workshops around the state, credits were made available through St. Paul Technical College and St. Cloud State University--the local IHEs. In Michigan, Wayne State University and Eastern Michigan University have provided credits for teacher aides who participate in the Annual Bilingual and Migrant Education Conference. In Minnesota, advanced ESL teachers participating in an Institute sponsored by the St. Paul schools have

received advanced graduate credit through Hamline University. We have coordinated our own efforts with the institutions that have granted these credits. Other institutions of higher learning providing academic credit for MRC raining were: Augustana College (SD), Black Hills College, North Dakota State University, Sinte Gleska College, Sioux Falls College, United Tribes Technical College, UW-Oshkosh, UW-Madison, Beloit College and other IHEs in the MRC Service Area.

We sought different ways of acknowledging participation in the MRC's staff development activities as per these internal guidelines.

Provide a certificate of completion. Individuals who participate in a workshop that lasts at least a full day receive a certificate of completion to document that participation. Teachers could use such certificates to document their fulfilling of LEA and SEA mandated staff development requirements. Parents might be able to use them if they seek employment in schools.

Provide SEA-approved clock hour credits. For preplanned and SEA-preapproved inservice activities, the MRC obtains SEA-approved CEUs for participants.

Provide continuing education credits through an IHE in the state where the service is being provided. The University of Wisconsin System provides continuing education credits for individuals who participate in sanctioned staff development activities. How these are treated varies from LEA to LEA, and there is a fee involved. We make such credits available for our major activities in Wisconsin. We work with IHEs in other states--Hamline University in Minnesota, for example--to obtain similar credits for major training that is conducted in that state.

Provide full degree-based credits through an IHE in the state. Currently, we have this option in the University of Wisconsin-Madison. One method is to offer credits through the Department of Curriculum and Instruction or through the Department of Continuing and Vocational Education. This option would entail the creation of a specific course, passing it through the Department's approval procedures, and including formal course work as part of the activity for individuals who sign up for such an option. The most likely activities for which we might provide such optional credits would be the MRC's intensive field-based staff development activities. These activities would entail sufficient contact time and would have enough depth to justify offering formal course credits to participants who would want to enroll. We will investigate with other universities in the service area the possibility of their granting degree-bearing credits to MRC services that meet their institutional requirements for credit.

Guest lecture at IHEs for existing courses on issues in the education of LEP students. Over the past eight years, MRC staff have been guest lecturers in many IHEs for teacher certification, culture/ethnic studies and inservice courses. These have ranged from regular methods courses (e.g., reading methods) to courses that are focused on special certification programs (e.g., ESL, bilingual, or special education certification). The MRC continued to provide guest lecturers for such courses during the 1993-1994 contract year.

We were pleased to collaborate with the other IHEs in the service area by coordinating their granting of degree credits with MRC staff development activities. One of our reasons for pursuing this option within the University of Wisconsin System is that the provision of such credits through the University would provide a certain legitimacy to those activities. We are gratified that other IHEs saw the collaboration with MRC SA6 as an opportunity to extend their missions in new and innovative ways.

PART III

OUTCOMES AND ACCOMPLISHMENTS

PART III

OUTCOMES AND ACCOMPLISHMENTS

The following narrative contains a discussion of the results achieved within each of the six states assigned to MRC Service Area 6. A summary of the major accomplishments and training activities for each state will conclude the discussion. Prior to the discussion of significant training activities, a general report of progress made in service is provided. Immediately following all of the state summaries, a detailed analysis of Service Area 6 clients' responses to MRC services, as indicated in session feedback forms is provided. Ways that the Center has integrated these responses into its operation and evaluation of the staff are highlighted. Issues related to measuring long-term impact are also discussed. A sample summary of the raw data collected from the workshop evaluation forms can be found on Attachment A. Evidence of appreciation for the services the MRC has provided to clients in the form of letters from the field appears in Attachment B (a sample of letters selected at random).

Each of the six states in Service Area 6 is unique in terms of level of sophistication of the programs and individuals serving LEP students. The ethnolinguistic composition of LEP students needing priority services has evolved in SA 6. Southeast Asian students such as Hmong, Cambodian and Laotian, require that experienced bilingual and ESL teachers re-think and re-tool their teaching skills and methodology to best instruct students from a culture and language different from the Hispanic and Vietnamese populations of previous years. Similarly, Eastern European and Middle Eastern migration have necessitated new training for teachers and re-allocation of local, state and federal resources. Service Area 6 also has a large number of Native American Title VII programs which present their unique learning environment. The Native American student population is one where adolescents are affected by traditional customs but whose behavior only reflects the clashes with modern U.S. culture influences. As a result they exhibit a self-defeating lack of school achievement.

The topics for in-service training coincide with the level of training needs of the participants, having in consideration the cultural and linguistic factor stated in the above paragraph. As per the new directives and current MRC contract, administrators have been engaged and consultations and training have been targeted for them. Other administrative and/or special staff such as counselors, special education personnel, central office coordinators and the like, have also participated in MRC training. The MRC integrated the Task 6 assigned area of Education Technology to the training provided. All six states have been provided with workshops in the use of technology in the classroom. North Dakota and South Dakota projects with Title VII funded computer labs benefited by in-depth training on how to integrate technology into the regular curriculum. An added benefit was that teachers earned graduate credit for these workshops.

The National Goals were addressed throughout the MRC training services, and college credit was offered to participants in Michigan, Wisconsin, Minnesota, North Dakota and South Dakota. Iowa, with a new focus on bilingual and ESL teacher requirements, will offer an opportunity for the MRC to plan for training for next year, in collaboration with local IHEs, that will generate the required credits.

The MRC has witnessed program improvement and greater awareness and knowledge among teachers who serve LEP populations, including mainstream teachers. Credit-granting training has increased in popularity, due to the changes in state standards for services to LEPs and certification of teachers serving those students. There has been an awakening within the state legislature in Wisconsin about the government neglect of LEP populations, and the WI SEA has been directed to do something about it. The MRC has worked diligently to provide SEA/MRC training to the districts in Wisconsin, informing them of ways that they can plan, design and implement programs of instruction for the diverse LEP population.

Parent training continued to be a priority in Michigan, Minnesota, in the Dakotas and Wisconsin where the Indian community at the reservations has a voice and vote on how the schools are run.

Similarly, teacher aides training has taken place in all of MRC Area 6. Parents, aides and the community are always invited and in most instances participate in MRC training events.

Following is a narrative summarizing training and accomplishments by state.

MRC ACCOMPLISHMENTS IN IOWA

The state of Iowa had seven transitional bilingual education projects during the 1993-1994 school year. Marshalltown Community Schools and Sioux City Community School District completed their second year of funding. Storm Lake and Davenport Community School Districts were in their fourth year, and West Liberty, Columbus Junction, and Cedar Rapids Public schools completed their fifth year of funding. The LEP students served in Iowa are predominantly Spanish, and this is reflected in the enrollment of these Title VII programs. However, it should be noted that LEP student speakers of Lao constitute the largest population in Storm Lake, followed by Spanish. Similarly, in South Tama, the overriding student population is American Indian, followed closely by Spanish LEPs. Vietnamese and Spanish are almost equally represented in the schools in Davenport. Cedar Rapids has more Southeast Asian students, mainly Vietnamese, than Spanish. The largest school district, Des Moines, has the greatest concentration of LEP student speakers of Southeast Asian languages and Spanish; however this district does not have Title VII funding. This is true of various public and non-public schools in Iowa. For this reason, the MRC SA6 UW-Madison has tried to give technical assistance through the Iowa SEA and has conducted statewide and/or regional training activities, for multidistrict participation, in order to maximize the limited resources. At the same time, the MRC has tried to provide intensive follow-up training to selected districts in order to concentrate services where it is most needed. On subsequent years, similar allocations may be done to other districts deemed most in need.

During Contract Year 1993-1994, clients in Iowa received 52 workshops, and 143 instances of technical assistance (See Figure C for topics covered). A survey of the clients receiving training and

TRAINING BY TOPIC
IOWA

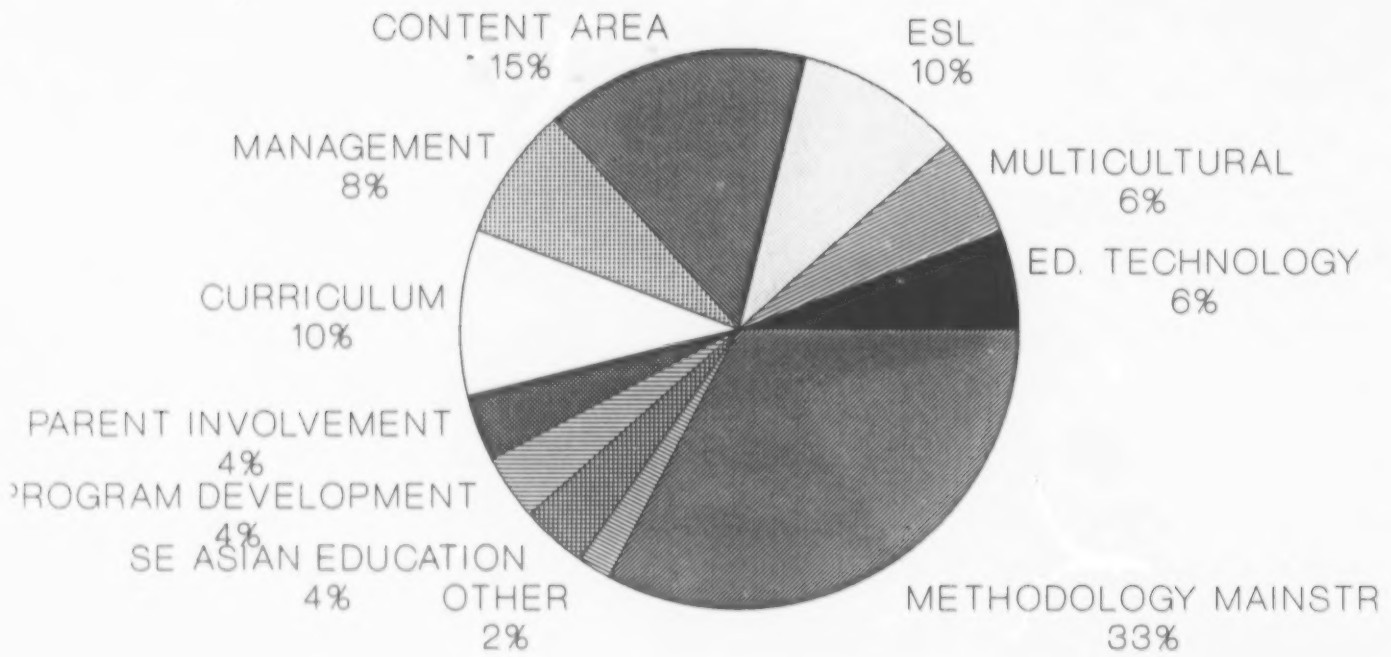


FIGURE C

technical assistance, indicates that approximately 74% of the recipients were Title VII projects, and 26% were school districts with state and local funded programs or districts impacted by LEP enrollments. Following are selected descriptions of training provided to programs in Iowa. Two workshops were conducted for **South Tama County Community School District** (in **Tama, IA**) for mainstream elementary teachers. This was in response to their identified need of having the regular teachers understand how the LEP students in their classroom acquire English, their cultural differences and how to best teach them. Another topic covered was ESL methodology for new ESL teachers.

Storm Lake Community District, site of a program for Laotian students, received five presentations on concerns and issues when teaching LEP students from other cultures and on effective classroom practices, as well as on how to teach reading to a multicultural student group. These workshops were individualized to teachers of elementary, middle and secondary schools in the district. Teachers, aides and administrators benefitted by participating and later implementing some of the suggested strategies.

Six instances of training were recorded for **Marshalltown Community School District**. Inservices were conducted for school administrators and mainstream teachers on appropriate topics answering to their needs of how to work with LEP students in the mainstream classroom. Topics covered were: Effective strategies for teaching reading; classroom techniques for teaching assistants; meeting the educational and affective needs of LEP students in middle schools; tutoring LEP students, and methodology for the 3-5 and K-2 teachers dealing with a LEP and multicultural classroom environment.

MRC staff worked closely with the **SEA** to develop the state regional staff development training events, such as the statewide ESL/Bilingual And Refugee Concerns Conference, TESOL Summer Institute, the Invitational Regional Town Meetings (three) co-sponsored by the Iowa Bureau of Refugee Services, and regional Title VII program development workshops for districts preparing programs for LEP students. Scott Jones, of the MRC staff, was asked to be a member of the State Advisory Council.

He has presented to the State Board on bilingual and alternative programs of instruction and about the services available from the MRC.

Other work with the Iowa SEA included the development of a statewide school personnel training plan, for which the MRC is mostly responsible for delivering the workshops.

A workshop for K-12 mainstream instructional staff was conducted in **Des Moines**, on how to integrate language and content area instruction in ESL programs. This city was also the site of the state conference where MRC staff conducted training sessions on: a natural science global unit; parental involvement; integrated science and language learning; implications of the NCTM standards for LEPs; working with the mainstream teacher in school; working with non-literate LEP students; and others.

Sioux City Community School District requested, and was nominated by the SEA, to receive intensive training during the past school year. Besides numerous instances of technical assistance and planing meetings with the administrators, the district personnel received training in: instruction of LEP students in the elementary and secondary mainstream classrooms; cross-cultural sensitivity, taking a look at the differences and similarities between the mainstream U.S. culture, the Hispanic, and the Southeast Asian cultures; teaching mathematics to language minority students; reading strategies for LEP students, encompassing teaching techniques, foundations for language and literacy learning and the learning processes LEP students go through to learn how to read; second language acquisition, whole language approach and cooperative learning as considerations when teaching ESL; cross cultural counseling and ESL methodology. The outcomes of this intensive effort have been very positive, as per anecdotal evidence, letter from the Title VII administrators, visits to the classrooms where training has been transferred to practice, requests for follow-up workshops, and by self-reporting on the changed school environment as a result of increased knowledge of the different cultures, and on how LEP students acquire a second language and learn subject matter. A positive effect on teachers has been their request for continued workshops for next year to build on the knowledge acquired this year.

In order to reach out to public, non-public, federal or state funded school districts with LEP students, the MRC, in collaboration with the SEA, has conducted multidistrict training, in the form of statewide conferences where administrative, instructional and support personnel participated. EACs and other educational agencies collaborated and presented during these events. MRC staff presented on: educational technology, interactive video for language learning; education, communication and public relations, working with administrators; using cooperative learning in the culturally diverse class; accentuating the positive, valuing the LEP students as a multicultural and linguistic resource.

Administrators were also targeted during the MRC Regional Workshop, where training was conducted on Native American culture, special education for LEPs, educational technology, networking, portfolio assessment, Hmong culture and migration patterns; and interagency collaboration.

Instructional and administrative school personnel in **West Liberty Community School District** received training on ESL strategies for mainstreamed students, and on successful practices for transitioning bilingual students, as well as follow-up techniques for the mainstream teacher.

Davenport Community School District school personnel received: two training sessions on the CALLA approach to teaching content area instruction to LEP students; workshops on second language acquisition; and hands-on assistance in developing a curriculum manual.

Muscatine Community School District requested and received training on: developing a bilingual curriculum; second language acquisition research and practice; and developing a culturally inclusive curriculum. Administrators, as well as instructional mainstream personnel, participated in the training.

Public schools in **Ottumwa** and in **Council Bluffs** were the recipients of training by MRC staff in the areas of reading for LEP students, development and adaptation of classroom materials, foreign language learning, and teaching tips for the mainstream instructional personnel.

Summarizing, MRC worked in collaboration with the SEA and other local and federal agencies

to plan and implement selected consultative and training services to personnel dealing with the education of the LEP students including administrators, teachers, aides, parents and community members. The training covered a balanced and wide range of topics in culture, communications, methodologies, language acquisition, literacy, mainstream strategies, ESL, content area instruction, early childhood education, parent education, educational technologies, intensive field based training, innovative approaches, and effective program development.

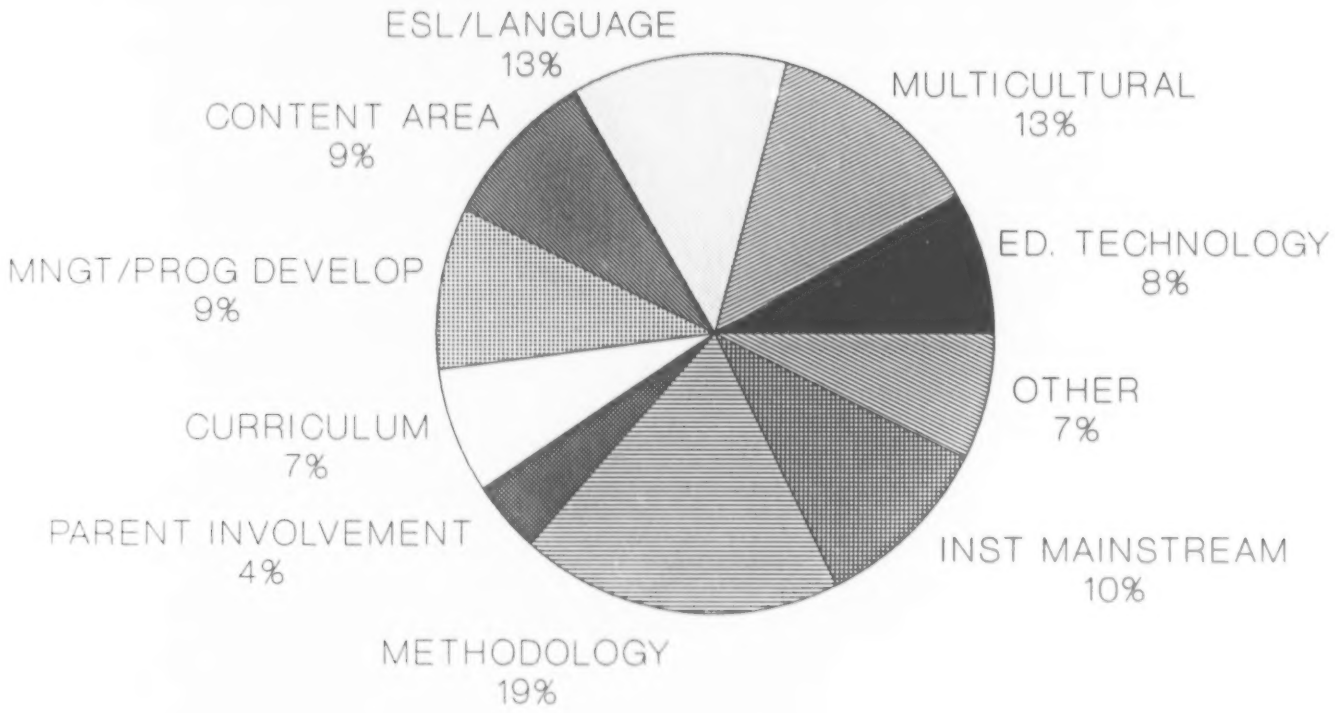
MRC ACCOMPLISHMENTS IN MICHIGAN

Michigan is the state with the highest concentration of LEP students in Service Area 6 and, not surprisingly, it has the largest numbers of programs of instruction funded by Title VII, as well as by other local sources. During the year covered by this report, Michigan had: eight Transitional Bilingual Education programs; seven Special Alternative programs; and one Developmental Bilingual Education program.

The MRC provided a total of 75 onsite workshops and 288 instances of technical assistance to clients in Michigan. Additionally, clients received training during their attendance at MRC staff conducted workshops during three statewide conferences, one administrators' Institute, and two Summer Institutes (See Figure D for topics covered). The MRC worked closely with the SEA in providing multidistrict training such as Institutes for Instructional Assistants; it collaborated in planning and implementing statewide conferences; and most importantly, MRC staff provided training and assistance to Michigan administrators, during SEA-sponsored Administrators Council meetings and institutes. The following entries describe selected services and recipients.

Teachers and aides in **Flint Community Schools** received training on the use of technology when teaching science and also on language learning. Through lecture and hands-on activities, the teachers were able to grasp the concept and the practical aspect of it, while taking with them several instructional

TRAINING BY TOPIC
MICHIGAN



October1, 1994 to September 30, 1993

FIGURE D

activities they later used in their classrooms. Staff from the MRC provided several instances of technical assistance regarding computers and learning stations, as well as follow-up meetings with teachers and administrators. Instructional and administrative personnel, as well as community members, attended two statewide conferences and one administrators' institute, co-sponsored by the MRC and where staff presented on different topics related to the education of the LEP students.

Services to **Farmington Public Schools** were given through their attendance at and participation in MRC regional training events. Farmington was also the host site for the MRC Summer Institute for Paraprofessionals. MRC staff trained bilingual instructional assistants in communication skills applicable to their relationship with the teacher, as well as when working with groups of students. Other training was conducted on reading across the curriculum; teaching ESL in a bilingual setting; asserting your rights in the classroom; and on problem solving.

Teachers of K-12 grade students in **Berrien Springs Schools** were recipients of intensive training in applied research, methodology, and culture. MRC staff presented information on second language acquisition and bilingual education. They demonstrated various approaches to teaching ESL in the content areas of science, math and social studies. It was followed by involving participants in developing content-area materials for use with the LEP students in the classroom. Teachers also received training on the structural approach to cooperative learning. Mainstream teachers were trained on diversity, cultural differences and conformity, in order to best communicate with parents and to more effectively reach out to the culturally different students in their classroom.

Instructional personnel in **Holland Public Schools**, received training on practical ideas for reading across the curriculum by using content area lessons to introduce vocabulary, and reading skills. School personnel also were trained on strategies for successful teaming, which included effective communication, clarification of roles, developing trust, and other strategies.

In **Hamtramck**, teachers of secondary schools, support staff and administrators were given

training on how to help the LEP student succeed in school, through motivation, guidance, and effective instructional practices which would increase their linguistic and academic skills. Training was also provided on effective practices for mainstreaming LEP students.

Macomb Intermediate School District was provided training on applied research related to language acquisition, and on effective approaches to teaching ESL.

In collaboration with the **Wayne County Regional Educational Service Area**, MRC staff conducted a workshop series for instructional personnel on the CALLA approach through case studies provided by the participants. Discussion and critique followed the sessions, in order to identify better practices for teaching the LEP students.

Walled Lake Consolidated Schools, in its second year of Title VII funding, received considerable assistance in the form of visits, consultations with key personnel, and training. This district was one of three in Michigan who have received intensive field based training from the MRC. A second series of workshops were conducted, building up on the ones that MRC covered last year: the roles and responsibilities of bilingual instructional assistants; cooperative activities and discussion of structured training; alternative to pull-out programs, working with small groups of students within the classroom or individual student instruction; relationships and structured cooperation between teachers and aides; planning lessons for bilingual students where subject matter is in their native language while they are learning English and the role of the native speaker aide in implementing this approach. MRC conducted visits, classroom observations, and critique following training events. A remarkable improvement in the quality of the instructional program has been noted and recorded by clarifying objectives, roles and applying good management and innovative ideas and strategies. The professional growth of the instructional assistants and their effectiveness in the classroom have increased to a new higher level. Additionally, four workshops were conducted addressing the practical aspects of the use of technology in the classroom. Emphasis was given on the teaching of math and language through computers.

Other recipients of intensive field based training have been the **Dearborn Public School** district's instructional personnel and administrators. Teachers and instructional assistants have participated in a series of CALLA workshops, where units with inquiry approach techniques were demonstrated, and where participants created their own units following the district's curriculum and supplementary handouts (provided by MRC staff). Secondary teachers, administrators, speech pathologists, and school psychologists attended an MRC all-day training that gave them information and practical methods regarding the teaching of bilingual students in heterogeneous mainstream classrooms. The training focused on the bilingual student as an adolescent, a difficult time that may be alleviated by the school creating a positive, effective learning environment so that language and content learning can take place. Participants responded very enthusiastically to the suggestions and practical ideas discussed. Other training workshops conducted by MRC this year were: cooperative learning, team teaching, practical teaching strategies for writing and student portfolios. Dearborn Public Schools also received intensive and extensive onsite assistance in planning, adapting and writing a curriculum for LEP students, with MRC staff consulting and guiding the process with a hands-on approach.

Detroit Public Schools instructional and administrative staff also received intensive field based training in multicultural education, onsite and by their participation in the multicultural conference in Detroit, co-sponsored by the MRC. Other related topics were strategies for integrating culture within the curriculum; multicultural methods and techniques; issues of acculturation and enculturation; and others. Among several consultations provided, appropriate personnel were also given technical assistance on selecting and evaluating computer software, identifying multicultural resources and in designing staff development. Numerous onsite and over the telephone consultations, mailings and referrals were recorded.

Two regional Summer Institutes for Instructional Assistants took place in **Holland** and **Farmington.** These are multidistrict institutes where participants come together from across the state.

However, they are hosted by the aforementioned districts, with the Michigan SEA paying participant support (for travel, lodging and meals), and the MRC organizing and providing the training. This is an annual event which Michigan districts find extremely effective. The MRC trains instructional assistants and parents in various aspects of collaboration, cultural differences, instructional techniques and basic theory and foundation of the kind of programs they help implement.

A very important multidistrict and far-reaching training activity was the state-wide 17th Annual Michigan Bilingual and Migrant Education Conference. An MRC staff was a member of the planning committee. Some of the pre-conference activities included an administrators institute, where MRC staff presented. The MRC staff-conducted workshops were: Hmong resettlement in the Midwest and educational experience; using technology for teaching bilingual/migrant students from A to Z; Cognitive Academic Language Learning (CALLA) Approach, a hands-on approach; developing a culturally inclusive school curriculum; implications of new math standards when teaching LEP students, and many others. MRC staff also presented at the Fourth Annual National Conference of the Association for Multicultural Education in Detroit and at the Education in a Multicultural America Conference in Lansing.

The MRC worked very closely with the SEA in planning for all activities, and in particular working and meeting on a monthly basis with the SEA-established school administrators council. MRC staff has also provided consultative and referral assistance as the SEA reviewed, and proposed to revise, bilingual/ESL certification and the Michigan State Achievement Test.

Michigan school districts have received from MRC: individualized, as well as multidistrict, training; training for college credit leading to degrees or to certification; training for administrators and mainstream instructional personnel; training for parents of different linguistic and cultural background, and intensive training for instructional assistants to prepare them for the new school year. The Center has collaborated with EACs, NCBE, PEO (Desegregation Center), community agencies, IHEs and other

educational agencies, in order to implement some of the multidistrict, regional and statewide activities. On reviewing the services provided to schools in Michigan, 8% of the training and assistance were given to non-title VII projects, while MRC primary clients received 92% of its services.

MRC ACCOMPLISHMENTS IN MINNESOTA

During the past contract year 1993-94, the MRC conducted 58 workshops and recorded 194 instances of technical assistance (See Figure E for allocation of topics covered).

Minnesota has four Title VII funded projects of Transitional Bilingual Education. Three projects, elementary and secondary, are in the Minneapolis Public Schools; and one project, in its first year of funding, is located in the St. Paul Public Schools. However, there are approximately 17,979 identified LEP students in the state distributed throughout rural areas and concentrated in the urban area of Minneapolis-St. Paul. Only 4,431 LEPs are served by the Title VII projects. Chapter I, Emergency Immigrant Education and Special Education offer some remedial services for some of the other underserved students. Approximately 11,240 LEP students receive ESL services, with some variation in scheduled time for instruction and in approaches used.

The MRC has strived to offer its services to those school districts with training needs for their instructional personnel dealing with the LEP population, regardless of language, culture or funding sources. The training needs include pre-service and in-service of teachers. The pre-service entails academic credit leading to ESL endorsement and bilingual competencies. The in-service needs encompass ongoing assistance with teaching strategies, cultural understanding, and administrative and parental support. Trying to follow these objectives, the MRC has conducted major regional training activities attracting a multidistrict attendance; intensive field based training for our Title VII clients; collaborative classes with local IHEs for academic credit; and training for administrators and parents.

TRAINING BY TOPIC
MINNESOTA

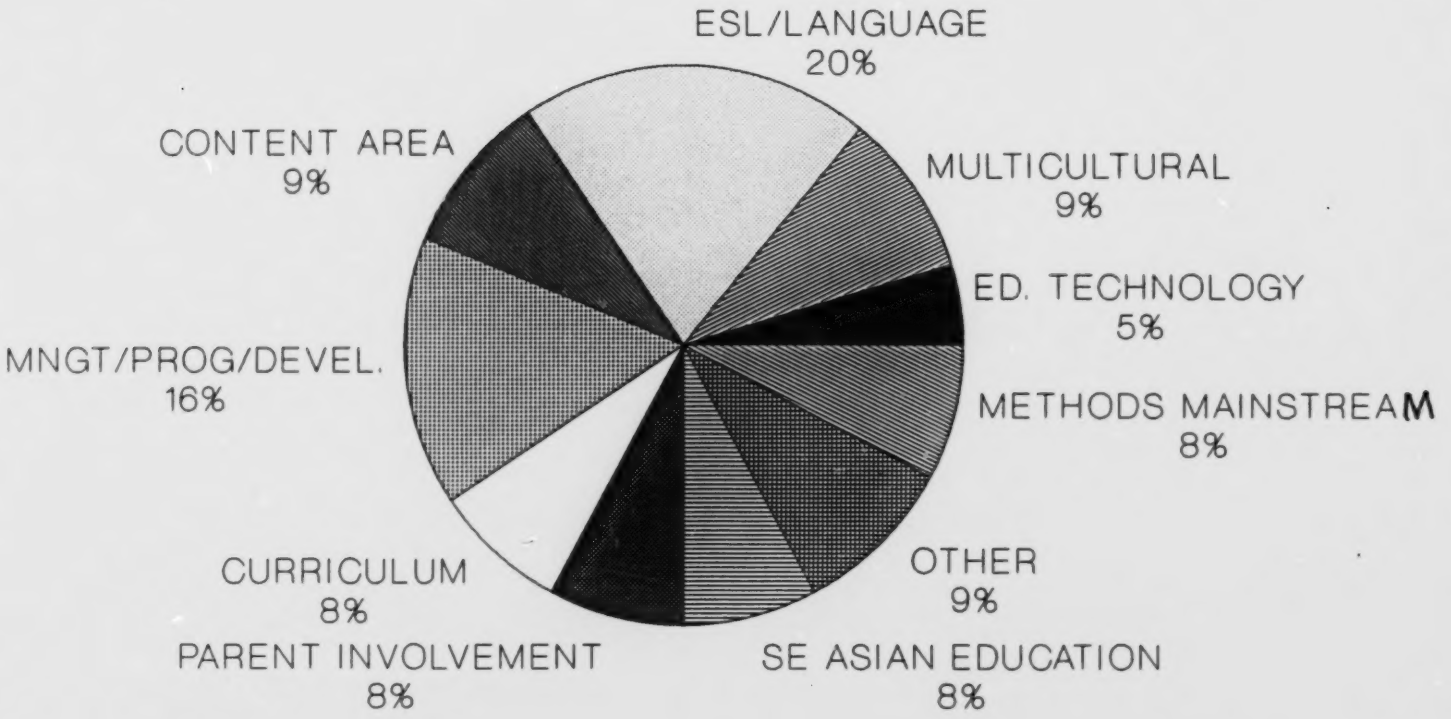


FIGURE E

As an example, MRC provided training in Minnesota as follows:

Over 50 participants from administration and instructional personnel ranks from the **Rochester Public Schools** attended an all-day inservice provided by MRC staff. The theme and content dealt with meeting the needs of the Spanish-speaking migrants. It covered the background, language, culture and academic needs of the expanding Spanish-speaking migrant population in Rochester. Techniques and strategies for the classroom were introduced and discussed. Second language acquisition myths and realities were presented. There were opportunities for hands-on activities to apply concepts introduced.

3M Corporation in **Lake Elmo**, concerned with LEP students in the public schools, has started a community program where the company will send tutors to the schools. MRC staff provided a one-day inservice for potential tutors of LEP students on responsibilities that the district has to the education of the LEP, the need to coordinate and to schedule appropriate instructional services, as well as on ESL curriculum, basic tutoring techniques, how to work with small groups, basic information on second language acquisition, and on how to use resources and materials appropriately.

Throughout the year, the school personnel in **Minneapolis** received intensive field based training with consultations, technical assistance, as well as a six-part series on Training of Trainers for potential resource teachers and administrators. This particular series covered diverse topical strands which were treated in-depth: Principles and practices for working with LEP students in the mainstream classroom; LEP-directed instruction through cooperative teaching approach; language and culture; effective strategies and techniques for teaching math, science, and social studies using ESL; computer technology and interactive video in the ESL classroom; parent leadership training and school-home collaborative relationships; and strategies and techniques for being a successful trainer. The school district also received additional training on: building communication skills of LEP learners; Hmong culture; bilingual education: implication for success; whole language approach; intervention in youth gangs: involving LEP parents in school activities; second language acquisition; teaching assistant training; developing early

education curriculum for Hmong students; and others. Over 40 instances of technical assistance were recorded for Minneapolis administrators who were given consultative services in the areas of student placement, staff development design, computer software information, program planning and development, etc. The recipients were able to enhance their teaching techniques by acquiring knowledge on the latest research and practices regarding ESL instruction and its integration to subject matter. Cultural understanding has been greatly improved on the part of the administrators and regular classroom teachers. Additionally, teachers learned to use technology not as a supplementary tool but as an integral component of their lesson plans, following curriculum objectives.

St. Paul Public Schools received training on the following topics: understanding the unique diverse learning styles of LEP students and the need to individualize instruction; communication skills based on second language acquisition practices, home and school literacy issues, specific classroom management strategies for K-2 teachers of mostly Hmong students. The staff from the St. Paul Latino Consent Decree (LCD) Bilingual Program were trained on basic definition of terms in bilingual education, review of legislation, review of current research, second language acquisition information, program design, and examination of St. Paul program needs. During the summer, MRC staff conducted training for administrators in management of programs of LEP students, developing bilingual programs, models, cultural differences and resources available for LEP special education students. They were also recipients of training for mainstream teachers in the area of social studies, integrating culture, and strategies for managing a classroom with LEP students.

Twenty-four instances of technical assistance were recorded for this district in the area of programs design, parent involvement, training of counselors, assessment, etc. The MRC collaborated with the **Minnesota SEA**, the **St. Paul Public Schools** and **Minneapolis Public Schools** in some major activities such as the Institute for Parents of Hispanic and Southeast Asian Students; Institute for New Teachers; the Hmong Curriculum Development Institute (which was attended by neighboring districts

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from Wisconsin); the Minnesota Spring Statewide Bilingual Education Conference: Walking in their Shoes; Writing Institute: The Teaching and Evaluation of Writing Skills for Secondary LEP Learners; Bilingual Paraprofessionals Conference: The Professional Paraprofessional, Helping Our Students-Helping Ourselves; Minneapolis Public Schools Training of Trainers Conference: Issues Related to the Education of LEP Students; New Teachers Institute: Guidelines for School Districts Providing Services to LEP Students; Institute for Adult ESL Teachers: Teaching Listening Skills to LEP Students (Part I), and Communicative ESL Teaching (Part II); and, Leadership Conference on Issues Concerning Students of Limited English Proficiency. All of these activities are multidistrict, where participants from nearby school districts could attend. Some of the regional events were co-sponsored by local agencies in addition to the sponsorship of the MRC, SEA and major LEAs.

Administrators of local programs for LEP students were invited, together with Title VII program school personnel, to the MRC Regional Institute which took place in Minneapolis. They were able to benefit from timely topics presented by MRC staff such as: creating and utilizing computer databases in a bilingual setting; issues of motivation and effective classroom management in Native American Indian education; integration of educational technology into instructional programs for LEP students; planning effective instructional programs for language minority students with special needs; portfolio evaluation; Outcome Based Education; evaluation and assessment issues (presented by EAC staff); and others. The day before the MRC Regional Institute, the Minnesota SEA, New England MRC and our MRC co-sponsored a Superintendents' Leadership Conference, where Dr. Peter Negroni, a superintendent from Springfield, MA, and Adi Becker (MRC 1 Director) spoke, giving direction to the day. Minerva Coyne, a representative from EAC-West and representatives from various departments from the SEA also addressed the superintendents. Time was allowed at the end to break into groups to organize for the next meeting.

The MRC was very effective in coordinating and collaborating with the College of St. Thomas,

Minneapolis Community College, and Hamline University in actually conducting training for academic credit benefitting teachers and aides. Courses/workshops included: teaching listening skills to LEP learners; program and curriculum development for LEP instruction; cultural and linguistic factors in LEP evaluation; parent/community/school communication and working relationships; the training of aides for LEP programs; first and second language acquisition and others.

MRC staff worked very closely with the SEA and was a part of a Task Force, as well as a committee dealing with reviewing and changing ESL/bilingual teacher certification, and reviewing state laws and regulations governing the education and services to LEP students. The State Department of Education in Minnesota has gone through considerable and controversial reform in their organization, objectives and management of services.

Administrators, the SEA infrastructure, teachers, aides and parents received technical assistance, training and advice targeted to their specific and identified needs. Training was mostly tied to academic credit leading to degrees or teaching endorsement. Regional events were co-sponsored with a multi-agency outreach, to maximize resources and reach optimal attendance from non-Title VII, locally funded programs for LEPs. To affect the whole school, mainstream teachers received training not only in the basics of how the LEP student learns, but in cooperation and collaboration with ESL/bilingual staff and parents. Special education teachers also received specific training in cultural/familial issues and second language acquisition to enhance their skills and knowledge of special education.

MRC ACCOMPLISHMENTS IN NORTH DAKOTA

During the 1993-1994 contract year, the state of North Dakota received 53 workshops and 157 instances of technical assistance. The state has ten Transitional Bilingual Education Programs, and one Special Alternative Program operating with Title VII funds. Of the services and technical assistance provided, 99% were to primary clients, with only 1% going to non-Title VII programs of LEP

TRAINING BY TOPIC
NORTH DAKOTA

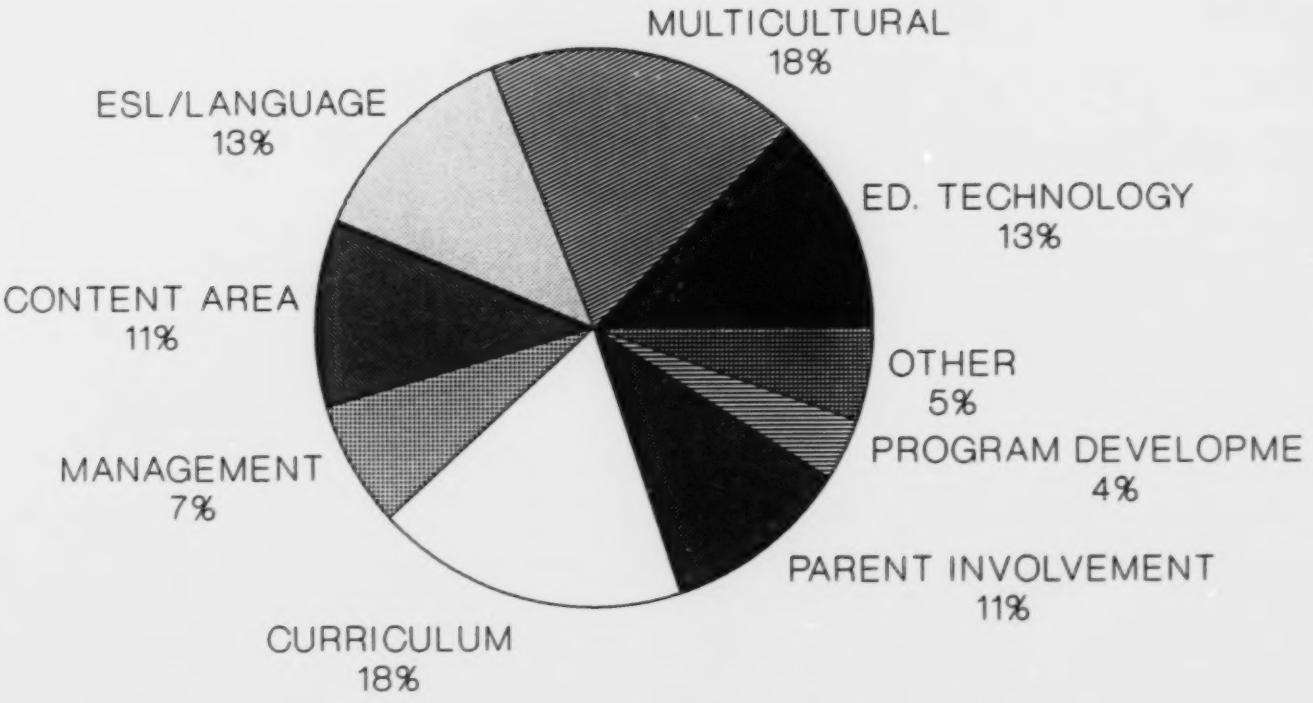

FIGURE F

instruction. In consideration to the high cost of travel, practically all training that has been done has been a multidistrict activity, where participants from neighboring school districts have been invited to attend. Training was also concentrated in a major city such as Bismarck, at the request of the SEA, and where most of the major state-sponsored conferences and statewide activities took place. Many instances of training carried college credit through Minot State College, University of North Dakota, North Dakota State University, and Bismarck Junior College. Educational technology was given a particular emphasis given the large numbers of computer systems that have been purchased with Title VII funds. The MRC has coordinated all activities with the SEA and has been a co-sponsor of major SEA training events such as state conferences and symposia. **Bismarck Public Schools** have received the most intensive training, mainly because to travel to any point in North Dakota, MRC staff flies to Bismarck. Whenever other sites received training, MRC staff would plan for an extra day in Bismarck to meet the SEA representative and to conduct training in the Bismarck Public Schools. Figure F shows the allocation of topics in percentages.

New Town was the site last school year of a multidistrict two-day institute on educational technology which carried credit from Minot State College, and was taught by MRC staff. The Institute addressed factors of learning styles, curriculum design, lesson planning, curriculum content and software selection and evaluation as considerations when integrating computer technology into the curriculum. The Institute was organized into lectures, demonstrations and hands-on instruction in the McIntosh Lab where participants worked with math and science software. This school year, intensive MRC training has provided extensive follow-up to the use of technology in the classroom through consultations over the telephone, mailings and onsite consultations when MRC staff has been in the area for other training activities. Another MRC training session for New Town, which carried credit from Minot State College, was an introduction to the use of portfolios in the classroom and an advanced workshop in the use of technology in the classroom, building up on last year's training conducted by the MRC and incorporating

lessons learned by the instructional staff as they applied their newly acquired knowledge in the classroom. High school teachers were the recipients of workshops relating curriculum development to materials development. MRC staff presented an overview of language curriculum models and the curriculum planning process. Participants were led to identify appropriate models for designing their native language curricula. Participants started to develop materials for the language curriculum during a hands-on session.

Similarly, **Solen School District** requested a one-day institute to update the training they received last year from the MRC on integration of computer technology into the math, language arts, science and social studies curriculum. Bilingual and mainstream teachers and some administrators from Solen, Fort Yates and United Tribes Technical College participated and earned academic credit. MRC staff lectured on curriculum adaptation, lesson design, software selection, matching objectives to software programs, managing use and scheduling of a computer lab, and demonstrated several computer packages on the computer. The participants engaged in group discussions about the classroom outcomes derived from using the material, and suggestions were generated about improving the scheduling and methodology based on shared experiences. As a follow-up, MRC mailed the participants lists of resources, articles, and was available to consult through the mail and by telephone on use of technology issues and concerns.

Teachers and other resource personnel in **Fargo** received training on: methods of teaching reading, using an innovative approach of connecting reading and writing, with the initial emphasis being balanced and the order in which each skill is taught varying according to the student experiences, natural ability and learning style. In addition to the teachers, some administrators and aides attended. Instructional and administrative personnel were given training on the home-school connection, highlighting strategies to improve understanding of cultural-based behaviors, and to strive for better communication and cooperation between parents and school personnel.

Teachers, aides and administrators at **Theodore Jamerson School, United Tribes Technical**

College, received training on the use of portfolios in the classroom. Participants discussed the development and possible contents of a student portfolio and the various applications including assessment, individualized instruction planning and student placement. They also received technical assistance on math and NCTM standards, whole language approach, and use of computer technology. During August, the instructional personnel received training on: adapting math instruction for LEP students; and identifying and working with diverse learning styles.

Twin Buttes Elementary, in **Halliday**, requested and received various training sessions, as well as consultative assistant, in the application of technology in the classroom. Instructional personnel also were trained on the whole language approach.

Teachers in **Fort Yates** received follow-up training on integrating computer technology in the classroom. Selection of software applications and how to design curriculum units, lesson plans, and how to effectively utilize student time on the computer was covered.

White Shield School teachers were instructed in the use of portfolios in the classroom. Training included assessment, monitoring and individualizing instruction. Sessions were also conducted by MRC staff on methodology for developing a low-incident language curriculum, such as Arikara.

The city of **Bismarck**, which includes the **Bismarck Public Schools**, was the site of numerous training activities and extensive consultative assistance from MRC staff. MRC co-sponsored and staff presented at the Annual North Dakota Indian Conference, the North Dakota Bilingual Education Conference, Second Annual Conference on Cross Cultural Awareness, Multicultural School Symposium, and the Parent's Institute, as well as other regional or statewide training activities where participants from multiple school districts convened in one site. During these events, MRC staff conducted workshops with topics such as: involving language minority parents in their children's education, as part of an on-going training for ESL teachers (for college credit); cross-cultural sensitivity where participants learned about the value of the culture in the school environment; Native American issues that create cultural

discontinuity in the classroom, and how to look at the positive aspect of cultural differences; helping the culturally and linguistic diverse student (a workshop for counselors and principals); meeting the educational needs of the LEP students, for administrators; cross-cultural counseling for high school counselors; managing a multicultural program, where principals learned about designing and implementing a culturally inclusive curriculum for a variety of ethnolinguistic populations including Native Americans; teaching reading to LEP students, in which teachers and aides learned practical techniques to integrate reading skills into the content area; strategies for dealing with language minority students with special needs; introduction to the CALLA approach; incorporating multicultural literature into the elementary classroom; school's empowering parents to increase students academic success, (a workshop for teachers and administrators).

The MRC, in collaboration with the SEA, held an all-day Institute on program development for administrators from all over the state. This training was held in Bismarck and approximately 30 district administrators attended. The MRC staff remained for individual consultation after conducting the training.

The MRC was able to reach a state-wide audience of North Dakota clients during the state conference in Bismarck. Some of the topics presented by MRC staff were: implications of NCTM standards for language minority children; Title VII update; creating a cooperative classroom environment (Part I and Part II): cultural sensitivity; language learning and interactive video on reading and writing across cultures; and parent leadership training. MRC staff gave the keynote speech at this annual conference.

The North Dakota SEA sponsored a Multicultural Symposium where MRC staff presented workshops to teachers, administrators, and community members from across the state. Participants heard and learned from the staff on: considerations in working with culturally diverse students in the classroom, unique needs, research findings on methods, culture, learning styles, successful teaching

practices and how teachers can apply this knowledge.

Other SEA/MRC co-sponsored multidistrict training took place at the end of the summer covering topics on program development and implementation as well as on effective classroom practices when teaching content area to the culturally and linguistic diverse student, using the CALLA approach; the designing of a science curriculum; and, on increasing sensitivity toward members of other cultures.

MRC staff, in collaboration with other national consultants, conducted a three-day session for teachers for credit from the University of North Dakota. This activity was initiated last year and is expected to be continued throughout the next. It took place in Bottineau and the general topic was Creating Native Language Curriculum for Instructing in Bilingual Programs. MRC staff presented on language acquisition and components of a language curriculum. Other consultants presented on their Native American language and on strategies for preserving the language. Computer technology was introduced as a medium to teach language. Teachers, administrators, community leaders, and Native American scholars convened and participated in this event, which advocates the preservation of the Native American languages.

Clients in North Dakota attended the MRC Regional Institute, which covéred a range of topics: portfolio assessment; classroom management; language minority students with special needs; motivation for at-risk students; program planning and development and others. They have participated in large regional events and have received individualized training as per request. Administrators and counselors have received intensive training on how to deal with adolescent behavior and academic performance in the context of the students' cultural and linguistic background. The MRC and SEA have established a good collaborative relationship, and were able to maximize resources by planning and implementing training activities that reached groups of districts having similar staff development needs. Academic credit was offered to bilingual and mainstream teachers alike, thus building the professional capacity of educators dealing with the LEP students.

MRC ACCOMPLISHMENTS IN SOUTH DAKOTA

This is the second year that the MRC at UW-Madison had the opportunity to work with the Title VII programs in South Dakota. The MRC at Norman, Oklahoma, provided services for the six years, before the state was assigned to MRC SA6 in 1992. It took some extra effort on the part of MRC SA6 staff to initiate collaboration with the programs to generate goodwill. During the first contract year, Mary Diaz and Scott Jones traveled to Pierre and Rapid City to participate in and present at the LEA Directors' meetings, sponsored by the South Dakota SEA representative, Patricia Stewart. These contacts were done before the MRC Regional Workshop in the Fall, thus ensuring that our newly assigned clients positively understood the quality of services they could expect from MRC SA6, and to be prepared to fully participate with the rest of the clients of Service Area 6 at the time of the Regional Workshop.

During the 1993-94 contract year, South Dakota had ten programs of Transitional Bilingual Education, and two Special Alternative programs. The MRC staff and SEA coordinator strived to maximize the resources by scheduling multidistrict training activities or by coordinating technical assistance visits and workshops in different but neighboring districts during the same MRC staff trip. Thus, all Title VII programs received services from the MRC, although not necessarily onsite for some. Figure G shows allocation of topics in percentages.

Crazy Horse Day School (in **Wanblee, SD**) received a large number of technical assistance, consultations and referrals. The Director does contact the MRC frequently and values our services. Teachers, parents and community members have received MRC training on: a plan of action to incorporate modeling and tutoring activities for parents to become more involved in the educational process; effective practices for teaching reading, using children's literature; performance assessment for students; and, parent leadership training, developing home-school partnerships. This particular program has done an extraordinary job in involving the parent and community as cultural models, leaders and instructional aides. Scott Jones assisted the district in designing thematic units of instruction and in

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SOUTH DAKOTA

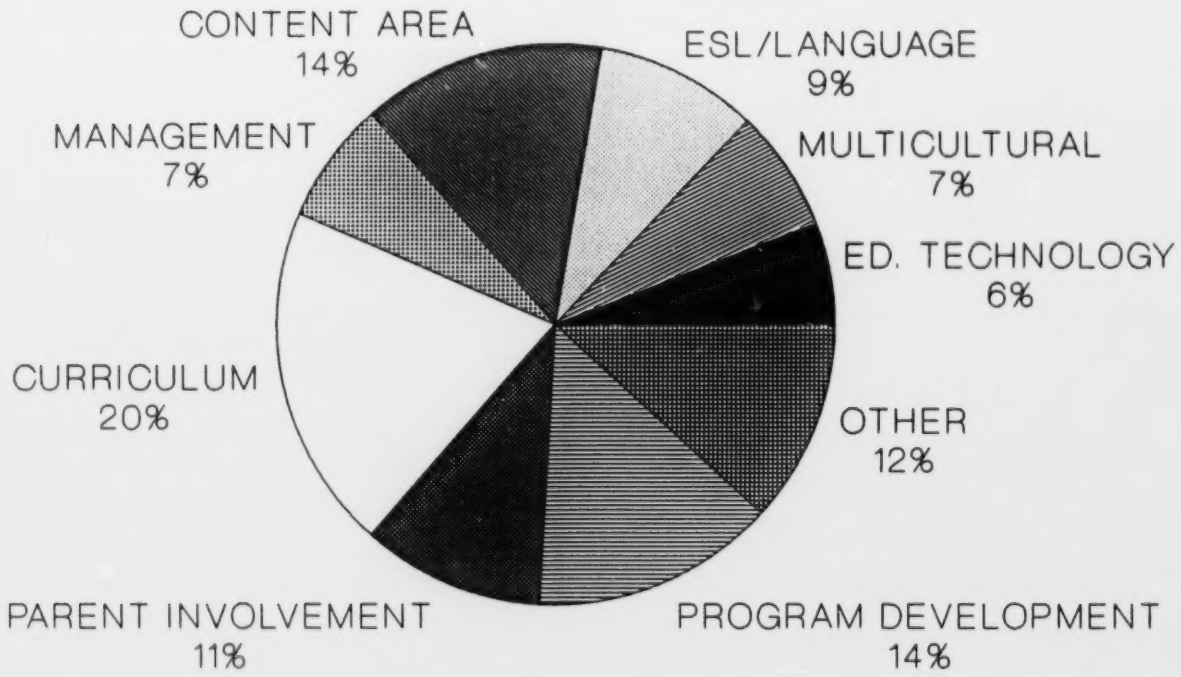


FIGURE G

training assistants in cooperative learning techniques. Instructional personnel was also trained on successful team teaching practices.

The Shannon County School District in **Batesland** received training where MRC staff presented an overview of practical instructional methods in the areas of whole language, English as a second language, and cooperative learning. This training focused primarily on the needs of K-12 instructional assistants, and was a multidistrict training where four other South Dakota Title VII projects participated. Also in Batesland, MRC staff trained teachers, aides and administrators on the powerful role of parents in their childrens' education, specifically on tutoring activities and techniques for developing literacy and achieving success in the content area. Training was also provided on methodology of teaching ESL; motivation, self-esteem and classroom management; developing school-home partnerships; and teaching considering learning styles.

Instructional personnel in **Pierre Indian Learning Center** received intensive training on: motivating the Native American student by recognizing the conflicting modern and traditional cultural influences in their lives, and empowering them through enculturation; acknowledgement of the different learning styles that a teacher confronts in the classroom; effective practices for educating the low achieving student, from language instruction strategies to subject matter teaching approaches; and, how to develop an integrated unit of instruction.

Wounded Knee School in **Manderson** was the recipient of training leading to their implementation of cooperative learning in the content area. The training for K-8 educators, including administrators, gave specific plans and classroom demonstration/examples which they could implement. MRC staff also trained instructional personnel in: learning styles, implications for LEP students; methods of bilingual education; responsibilities of aides in the classroom; assertive plan for classroom management; aides and teachers working together following a common plan; implementing effective discipline; planing for thematic instruction; and others.

The **Todd County Schools** in **Mission** received intensive and practical training in the use of computers in instruction. Administrative and instructional personnel were trained during a week-long MRC inservice focusing on: interweaving culture in the curriculum; multiple intelligences; and, the four-direction model curriculum (This a holistic approach to academic learning, integrating life experiences and culture).

Also in **Todd County**, at **Sinte Gleska College**, personnel from the schools and students from the college, received training from MRC staff on whole language. These sessions will carry academic credit.

In **Mission, Todd County**, the MRC focused the training of their instructional personnel on team teaching strategies, collaboration in the classroom and collaborative planning in order to increase the effectiveness of aides and teachers delivering services to the LEP students.

Administrators and high school instructional personnel from **Eagle Butte** participated in workshops on how to incorporate the philosophy of bilingual education in the classroom/curriculum, with appropriate cultural references, instructional principles, and factors to be considered in the integration. They also received training on cooperative learning techniques.

Rapid City was provided training and services on the following topics: training of trainers (Part I and II); whole language, from basal to books; whole language, What it is and How to do it; and, introduction to team teaching.

Teachers and administrators in **Hill City Public Schools** were trained by MRC staff on: effective strategies for teaching ESL in the mainstream classroom; integrating learning styles of culturally diverse students into their instructional methodology; identifying and applying effective classroom practices for teaching LEP students; and using the thematic approach to teaching language and content area.

High school teachers in **Sioux Falls** received training in: first and second language acquisition; the complementary functions of bilingual education and ESL instruction; methods, strategies and

techniques for teaching LEP students.

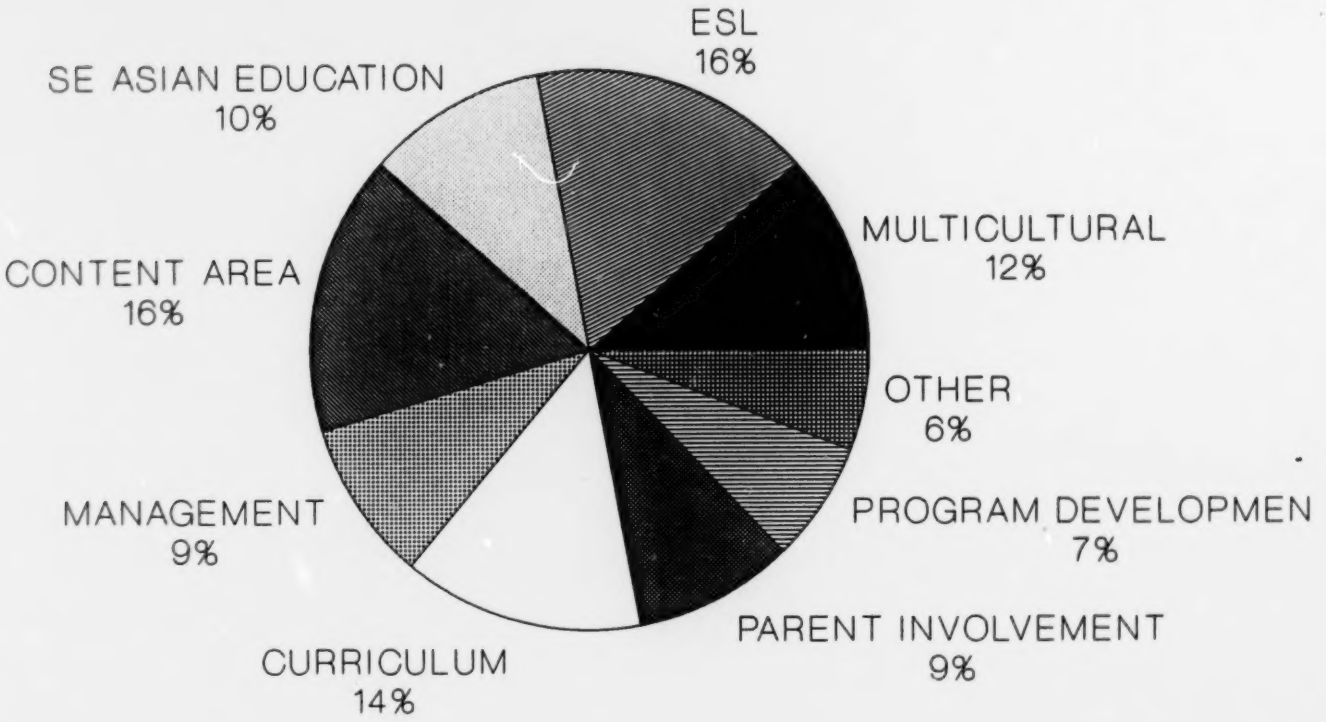
All Title VII program personnel in South Dakota have attended and participated in MRC-conducted workshops during the MRC Regional Workshop in the Fall, the South Dakota Association for Bilingual Education Conference, the South Dakota SEA-sponsored Directors Institute/meetings, the Bilingual Association Language Institute, and the South Dakota Reading Council Annual Spring Conference. At such statewide events, the MRC staff has presented on: science thematic units for use in the classroom; the role of MRC in staff development; use of technology in the teaching of reading; communication and successful working practices between teachers and aides; relevant supervision of teachers of programs for LEP students; classroom management and motivational strategies for teachers of at-risk students; and other topics dealing with classroom issues and management of resources.

The MRC collaborated and worked very closely with the South Dakota SEA, to learn about state training needs; responded promptly to requests for assistance and training from clients; provided intensive and follow-up training to those districts who requested it, such as **Wounded Knee** and **Todd County**; and has built-up next year's training plan, based on the level of staff development achieved this year and newly identified needs. During the 1993-1994 MRC contract year, the state of South Dakota received 84 training episodes and 302 instances of technical assistance and related services. Approximately 97% of those receiving training and technical assistance services were Title VII projects. Three percent of the total services were provided to school districts with LEP students served in mainstream programs.

MRC ACCOMPLISHMENTS IN WISCONSIN

During the time covered by this annual performance report, the State of Wisconsin did not have a single Title VII funded LEA program of instruction. The latest census from the Wisconsin SEA indicates that there are 17,374 LEP students in the state, speaking 86 different languages, enrolled in 145 school districts statewide. However, only 38 of those school districts in the state are providing some kind

TRAINING BY TOPIC
WISCONSIN



October 1 1993 to September 30 1994.

FIGURE H

of instructional services for 11,979 bilingual-bicultural and/or LEP students, with limited state aid. The remaining 5,395 LEP students are in low incidence languages, are enrolled in small groups, or the district has not deemed it necessary to provide special services, thus, do not receive state aid. The MRC has tried to reach out to districts in need of training and technical assistance, through the SEA offices, professional associations, the university system and through mailing lists.

Madison Metropolitan Schools and **Milwaukee Public School** systems have had sophisticated ESL and bilingual programs and have received Title VII funds in the past. These large urban districts have built the capacity, in terms of materials, bilingual/ESL personnel resources, and local administrative commitment, to sustain and maintain instructional programs for the LEP and bilingual student population. Other districts impacted by Southeast Asian populations are struggling to provide services to these students. The MRC has provided either onsite or regional training for mainstream teachers dealing with the LEP student in their classrooms.

In the **Green Bay Area School District**, over 200 teachers, parents, and community members attended the Annual Asian Education Institute where they learned how important it is for the teacher to understand the culture of an increasing multiracial, multiethnic, multilingual society. The teachers learned about differences and similarities between U.S., Hispanic, and Southeast Asian cultures. During this institute, school instructional personnel also received training and learned about principles guiding first and second language acquisition, as well as practical strategies to use when teaching the LEP student reading and other subject matter. Several sessions were offered for parents under the theme of parenting in the USA. During the Summer training was provided for educators and for parents contrasting the educational system in Laos and in the USA in order to promote understanding, improve communication and thus enhance instructional services delivery to the Hmong children.

The superintendent and the administrator of the multicultural program at **Madison Metropolitan School District** have been in contact with the MRC for technical assistance and referrals. They have also

attended either UW-Madison or Wisconsin SEA-sponsored meetings and institutes where MRC has been a co-sponsor and where staff has presented workshops or explained MRC services. The MRC provided training on cultural issues and learning styles when assessing and instructing Hispanic students. A two-day inservice by MRC staff was also given to Madison K-5 teachers in adapting curriculum, methods and materials when teaching language, math and science to LEP students. Administrative and instructional personnel also were trained on how to effectively communicate and engage the collaboration of Hmong parents in the education of their children. Numerous consultations, mailings and referrals have been logged, assisting Madison personnel in the areas of management, staff development planning, assessment, the education of the Hmong, etc.

MRC, in collaboration with the **Wisconsin Department of Public Instruction (DPI)**, has presented at various administrators meetings/institutes. Topics covered have been: effective classroom practices when teaching LEP students in Wisconsin schools; multicultural education for the bilingual student in a multilingual classroom; dealing with the linguistic differences when teaching the LEP student in Special Education classrooms; principles and application of the CALLA program; information on the history of bilingual education; teacher preparation regulations; program development and others. MRC staff has also worked closely with the SEA writing and editing state resource manuals for the use of administrators and mainstream teachers dealing with LEP students throughout the state of Wisconsin.

The **UW-Madison** has provided the forum from which the MRC has conducted positive outreach to school districts in Wisconsin. The MRC Director and staff co-sponsored and presented at a two-day Multicultural Institute where participants obtained DPI units and academic credit. MRC staff were the sole lecturers at this event covering the following topics: implementing cooperative learning in a multicultural environment; assessing school achievement in a multicultural classroom; the dynamics of cultural diversity; teaching cultural values through story telling; cultural characteristics of the Hmong; Native American education; fostering motivation/discipline in the schools; factors affecting achievement

and self-esteem; integrating learning styles; and the role of parents in the Hispanic culture.

The Director has presented to visiting UW-Madison board members and has participated on committees through which she has advanced the word about the work that the MRC offers and where she has presented various topics related to the education of the LEP students.

MRC staff presented various topics to participants of programs for minority education within the **UW School of Education**. Some of the topics logged were: learning in two worlds, an integrated bilingual approach; integration of computer technology into the curriculum; teaching science to ESL students; implications of math standards when teaching LEP students; Hmong resettlement in Chicago; careers in bilingual education; academic advancement program and inclusion of LEP students; Hispanic parents; and, the UW Parent Guidance Study. MRC staff has been involved with Hispanic and Southeast Asian community social agencies and organizations in **Madison**, training parents on how to be more involved in the education of their children; at PTA meetings in Madison high schools, training parents on how to tutor their children in math using everyday situations and common objects; at Southeast Asian community agencies in Madison, dealing with the contrasting U.S. and Asian cultures and its effects on adolescent behavior.

Another way that the MRC tried to provide training to multiple districts was through their participation at statewide conferences. MRC staff presented on methods for using ESL in content area instruction during the Wisconsin Association for Bilingual Education Conference in Milwaukee. During this WIABE conference, MRC staff also presented: at a Panel Discussion on U.S. English; conducted workshops on new math standards; cooperative learning; and, on the education of the Hmong. An MRC staff member was the keynote speaker at The Hmong Association of Wausau Conference, contrasting the cultural differences, relating the Hmong experience, highlighting common aspirations, trying to promote acceptance and collaboration from the participants from the majority culture. The MRC staff were also presenters at the UW-Oshkosh Fourth Annual Conference on Educating the Hmong Student, an activity

which brought leading experts in Hmong education from across the region to try to alleviate the vast cultural differences and misunderstandings among Wisconsin educators and the community regarding this new challenging immigrant group. The TESOL Conference in Madison also received MRC's collaborative input. Staff presented on: education technology for LEP students; strategies for teaching Science; and, assertiveness for parents leading to school-community participation. The MRC, in conjunction with the Wisconsin Department of Public Instruction, conducted a series of Regional Staff Development Workshops for Staff Serving LEP Students, geographically dispersed to cover multiple districts impacted by LEP enrollments. These regional institutes focused around the subject of second language acquisition, and included hands-on innovative techniques for the classroom teachers to best teach the LEP student in his/her charge. Cultural understanding and the effective management of the multicultural classroom were also covered. MRC also participated and presented in Milwaukee at the Milwaukee Teachers Association Conference, on the latest research for teaching ESL by total immersion in mainstream classrooms.

MRC staff conducted training sessions on providing ethnic-sensitive human services to participants of the Northeastern Wisconsin Education Association conference in Green Bay.

Mainstream teachers at **Menomonie Area School District** were recipients of a series of MRC workshops on working with linguistically and culturally diverse students in the mainstream classroom, theory, methodology, resources available, and practical applications for teaching. Training also featured sessions in organizational skills for designing, scheduling and managing a multicultural classroom environment.

Wisconsin Rapids School District personnel received intensive training systematically scheduled to ensure in-depth acquisition and transfer of knowledge to the classroom situation. The four-part series, entitled Teaching the LEP Student, covered research findings, second language acquisition, and cultural factors. This series was followed-up by lectures, suggestions and demonstrations on: how to adapt

teaching methods, such as using a sheltered English approach; how to write a lesson plan that integrates language development and content instruction; how to adapt content material from a science text, together with a demonstration on how to teach a science lesson so that content is more comprehensible to the LEP students. MRC staff also answered questions from high school teachers, experts in a particular area, but with not much time and resources to improvise. Suggestions focusing on their concerns were given, including the identification of resources within the school and community, and the adoption of inclusive and peer-cooperative teaching practices.

The LaCrosse School District received technical assistance follow-up to the previous MRC training on the cognitive academic language learning approach when working with LEP students, for mainstream teachers of middle school. This year, the training focused on improving the school-parent relationship with the Southeast Asian community, in order to best motivate the LEP students to stay in school and succeed academically and socially. A series of meetings and workshops were conducted specifically for parent groups and for instructional and school administrative groups

The Marshall School District and **Appleton Area School District** also were recipients of a series of coordinated workshops for elementary and secondary teachers, administrators, and school support personnel. Each group received individualized sessions on topics ranging from specific methods, strategies and techniques for teaching LEP students to cultural understanding and sensitivity to differences. Parents were also trained in Appleton on how to help their children succeed in school through active leadership, learning more about how schools work by accepting their children's dual cultural environment and by encouraging them to do homework and stay in school.

Beloit School District instructional and resource personnel received training focused on the development of a district ESL curriculum. Five sessions on different days were conducted by MRC staff in the form of lectures, discussions and hands-on organization and writing of a curriculum guide. This district also was provided with a workshop on how to tutor LEP students.

Racine School District received considerable assistance on the CALLA approach, and on educational technology, selection and application of appropriate subject area software. Teachers and parents also received training on parent-school effective collaboration.

The MRC staff worked very closely with the **Green Bay Area School District** coordinating a Hmong education conference and participating in meetings with local educators and members of the community dealing with cultural implications affecting the economical and educational situation of the Hmong in the area. A series of workshops was conducted with the theme of parenting in the USA for school personnel and community members. Consultative assistance was also provided on instructional methods and in ESL strategies and resources. During the summer, MRC staff conducted training on: roles and responsibilities of the paraprofessional and on contrasting education systems in Laos and the U.S. for administrators and instructional personnel.

Administrators in the **Oshkosh Area School District** were assisted in the area of supervising and evaluating performance of teachers of LEP programs. This entailed consultations, training workshops and assistance in developing a district teacher evaluation form relevant to LEP teaching practices. Other training included: Hmong culture: implications for school counselors, and improving classroom environments for the Hmong students for mainstream teachers.

The **Wausau School District** received consultative assistance on program development while they were preparing to write for a Title VII grant. School personnel and parents of LEP students received training from MRC staff on: how to help the children at home with their school responsibilities; lecture and discussion promoting sensitivity to the Hmong culture; a history of the Hmong educational experience; roles and responsibilities of the paraprofessional; and on contrasts between the educational systems in Laos and the USA.

Other school districts, such as **Berlin, Fond du Lac, Janesville, Monroe, Portage, River Falls, Sheboygan, and Shorewood Public Schools**, requested and received training and/or technical assistance

on how to develop an effective program for LEP students and how to adapt methods and curriculum. Some also received technical assistance on educational technologies, multicultural curriculum, parent training, assessment and many other topics. **UW-Rock County, UW-Stout, Beloit College, UW-LaCrosse, UW-Oshkosh, UW-Eau Claire, and Milwaukee Area Technical College**, have either received technical assistance, and/or have been collaborators with MRC training or other services activities.

The MRC, faced with no primary Title VII clients but with an awareness of the increasing LEP student population in Wisconsin, made an effort to conduct outreach activities that provided much needed assistance to school districts. MRC worked in collaboration with the Wisconsin SEA, as members of state task forces and committees, made use of the vast network and resources of the University of Wisconsin System to reach out to potential clients, and got involved with professional associations as well as community and government organizations to present and lecture on topics and issues leading to better programs and instructional services for LEP students.

During the 1993-1994 MRC contract year, Wisconsin clients received 86 workshops and 352 episodes of technical assistance or related activities. Figure H depicts the topics of the training in percentages.

ANALYSIS OF CLIENT RESPONSE TO SERVICES

A workshop session feedback form was devised by the MRC SA6 and provided to the project directors who did not have district evaluation forms (See Exhibit C). The form is intended to generate feedback which assesses the participants' self-reported personal learning. Participants were asked to respond to the questions: What did you learn? What problems or questions were answered for you? i.e., What will you take away from this session? Comments regarding the workshop organization and clarity of the objectives were elicited. In addition to written comments, a Likert-type rating scale of 1 (very

low) to 5 (very high) was employed to provide quantitative data to enhance and validate the qualitative data. These data serve as one indication of MRC SA6 training outcomes and overall impact. Contained in each workshop file, housed at MRC SA6, is the title of the workshop, location, date, presenter, number of recipients, types of participants, languages served, length of interaction, comments and personal learning, planning and follow-up documentation and an average overall rating comprised of the mean ratings of both the "personal learning" scale and the "clarity of organization and objectives" scale. See Attachment A for samples of summary workshop evaluations.

The mean ratings for a sample of the individual workshops ranged from a low of 3.19 to a high of 5.0, with the vast majority of ratings being over 4.0. A composite average rating for each state was calculated and is provided below.

State	Number	Rating
Iowa	439	4.33
Michigan	367	4.34
Minnesota	408	4.52
North Dakota	390	4.40
South Dakota	520	4.35
Wisconsin	403	4.51

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WISCONSIN CENTER FOR EDUCATION RESEARCH, SCHOOL OF EDUCATION
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SESSION EVALUATION

Title of Session: _____

Location and Date: _____

What is your current job assignment:

_____ Teacher
_____ Teacher's Aide or Other Paraprofessional
_____ LEP Project Coordinator
_____ Other Administrator
_____ Parent/Community Person
_____ Other_____

Please comment on the time, location, facilities and ambience of this workshop.

On a scale of 1 (low) to 5 (high) please give an overall rating to the overall quality and usefulness of this workshop.

Very low 1 2 3 4 5 Very high

Please take a few moments to reflect on the topics covered in this workshop.

What did you learn, or re-learn, that will be useful to you in your work with LEP students? What new insights, if any, did you gain? How, if at all, were your beliefs challenged, changed or strengthened? Do you have a renewed confidence in what you are doing? Are there some ideas that you're really motivated to try out? -- In other words, what did you get out of coming to this workshop?

_____

_____

_____

_____

_____

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_____

_____

_____

over

EXHIBIT C continued

What aspects of this session seemed especially helpful or interesting?

What aspects of this session seemed not very helpful or interesting?

If you haven't done so already, please comment on the organization and presentation of the workshop.

If you would like additional information on this topic, or if you have suggestions for topics of future workshops, please write your questions, your name and mailing address in the space below. If you wish to ensure anonymity of your responses on this form, please feel free to call or write to us directly.

MRC
10/92

Client responses to MRC SA6 services indicate that MRC SA6 training objectives were generally accomplished and the workshops of very good quality. The vast majority of participant comments on session feedback forms identify specific personal learning and concrete ideas and skills which reflect the workshop objectives. Participants frequently indicated what they liked about the workshop by identifying either a specific aspect of the workshop content or an aspect of the workshop structure, or the presenter's delivery style.

Several participants offered specific suggestions for improving the workshop's overall impact, which was helpful and useful for the individual presenters in refining their workshop design and delivery techniques.

All participant comments for workshops conducted by both MRC SA6 trainers and outside consultants were read and then analyzed for similarities, recurring themes and suggestions for improvement or reinforcement of present strategies in designing and delivering training activities. This analysis was shared with MRC SA6 trainers. In addition, each trainer read the participant comments immediately after each workshop in order to incorporate their substance into future training activities. Trainers learned what participants liked and disliked and thus, were provided with feedback necessary to continue what they were doing or improve upon it to be more responsive to client needs.

The types of participants included parents and administrators, with the vast majority of participants being teachers and teacher aides (See Figure I). The participants within individual workshops ranged in experience with the topic and in experience dealing with LEP students. They also varied by grade levels taught, languages served, and subjects taught. This great heterogeneity is reflected in their feedback and self-reported personal learning.

Selected representative comments, other than those which indicate specific personal learning which correspond to the objectives and content area of training, were organized and categorized according to theme. Three general categories emerged with several themes for each category. The participant

CLIENT CLASSIFICATION
SERVED BY MRC SA6 1993-1994

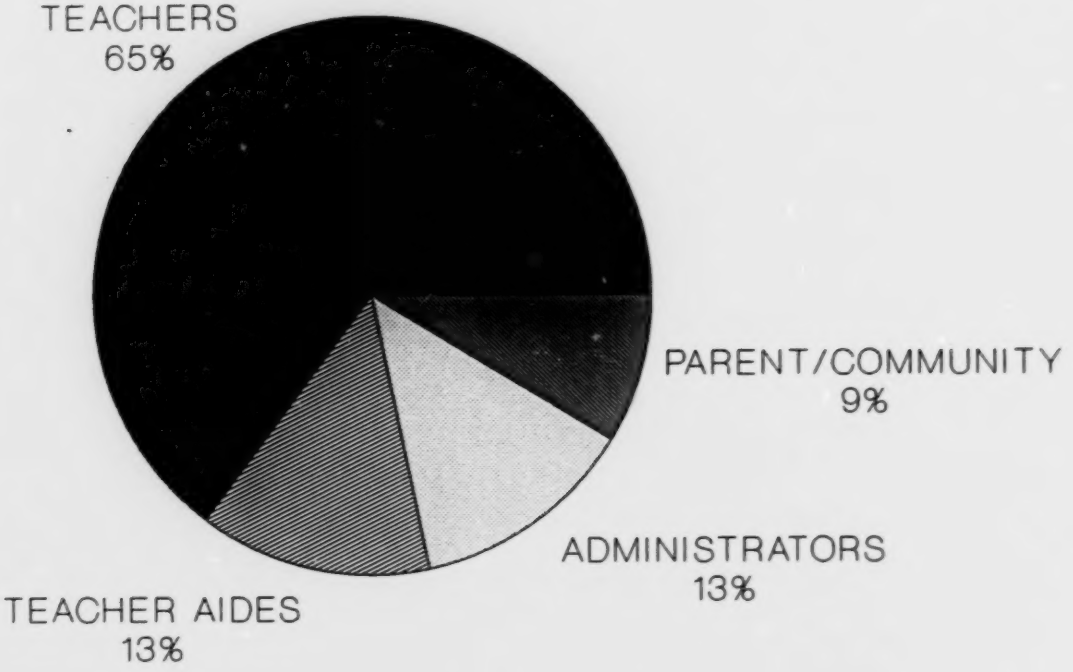


FIGURE I

feedback helped inform MRC SA6 staff of what makes a successful workshop. The three general categories of comments which emerged centered on: 1) the presenter; 2) the workshop design; and, 3) the participants themselves. It appears that these three aspects interact in ways which result in the overall impact and quality of the workshops.

The feedback from participants, which centered on the presenter as a key component in training, highlighted the presenter's style, personality, interaction with the group, ability to allay fears and make participants feel comfortable, and his/her attitude and human qualities. These facets of a presenter appear to play a major role in the success of MRC SA6 workshops. Learning apparently occurs best when participants perceive presenters as caring persons who are sincere and open and who create a positive learning ambience.

The design and structure of the workshop itself interacts with both the presenter and participants to allow for learning to take place. Another set of comments was directly related to the workshop in general, or to specific aspects of the workshop which facilitated the attainment of the workshop objectives.

Participants often indicated that they appreciated clear organization, clear explanations, and sticking to the workshop objectives.

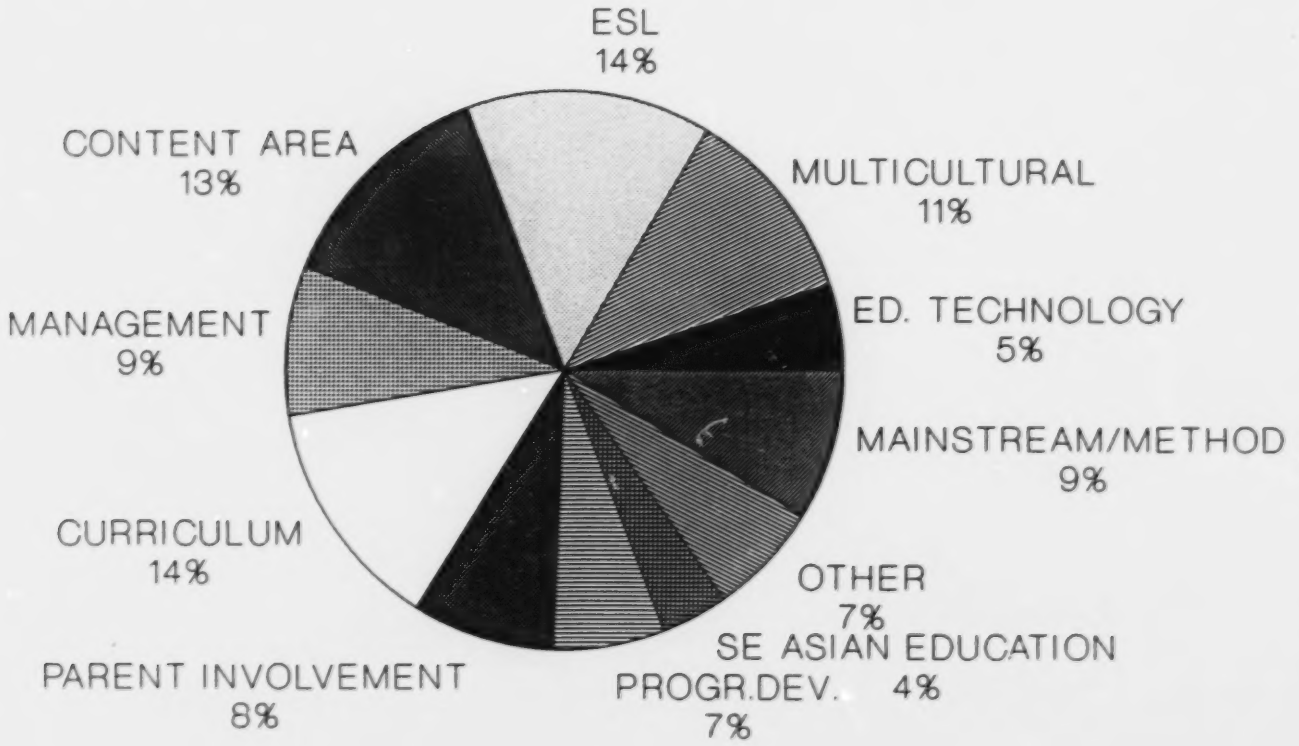
Participants reported benefiting from the numerous practical, concrete suggestions which they could apply immediately to their own situations. Many participants also expressed appreciation of theory and research.

While some theory is useful in some workshops, participants seemed to agree that successful workshops always contained relevant examples, models and demonstrations of the learning.

In addition to examples and demonstrations, participants appreciated becoming involved in hands-on experiences that allowed them to practice the learning with guided feedback.

Figure J indicates the variety of topical areas covered by MRC training and percentages allocated

TRAINING BY TOPIC
SERVICE AREA SIX



October 1 1993 to September 30 1994

FIGURE J

to each.

Participants benefited from getting to know each other better. They shared ideas and learned from others' experiences. Small group activities provided the structure for this to occur.

Handouts were useful tools which participants could take away from a workshop and explore a topic further. They also were useful in guiding participants through the learning experiences.

Participants also benefited from and appreciated actual materials which presenters used to illustrate their points and demonstrate techniques.

Numerous participants stated their need for more time. They seemed eager and felt their desire for growth and improvement were not satiated in the amount of time allotted. When this occurred, frequently, follow-up workshops were scheduled for immediate future dates.

Participants sometimes varied tremendously in their background and knowledge within the individual workshops. Each individual brings their own unique needs to a group setting. Individual needs will oftentimes deviate from group needs because groups are comprised of distinct individuals and when aggregated, individual needs are obscured.

It is difficult to meet every individual's needs when those within a group represent a variety of job roles or grade levels. Some participants expressed this in their comments.

Several participants were more concerned about those who were not present at the workshop. They felt that it would have benefited others greatly and were disappointed that others had not attended.

Many participants discovered that the content of the workshop reinforced their own teaching and they came away with a sense of competence and gratification.

In summary, client response to MRC SA6 services was overwhelmingly positive. Participant comments were useful in partially informing MRC SA6 staff and outside consultants of the degree to which their workshops were successful. Although the participant comments are useful, they don't inform MRC SA6 trainers of whether or not the participants are actually using the strategies, techniques or other

learning in post-workshop settings or classrooms. How do trainers really know if they've made a difference? Because the MRC SA6 staff is concerned about how to provide adequate follow-up to assure that transfer of training occurs, the MRC SA6 professional staff has been using certain strategies and exploring the issues regarding follow-up services. The MRC SA6 initiative and emphasis on providing for workshop follow-up has helped MRC SA6 become aware of the actual impact of training on its clients.

MRC SA6 trainers employ a variety of strategies for facilitating transfer of training. More long-term training, focused on one topic, is emphasized. This allows participants to gather after the skills have been tried out in the classroom and share successes and solve problems. Multiple consultations, meetings and workshops concerning change in one particular area have resulted in viewing training as a process in which changes occur developmentally over a period of time. Oftentimes, MRC SA6 trainers rely on project directors, key teachers, or coordinators to facilitate transfer of training by providing necessary follow-up through sharing meetings, observations and individual consultations. MRC SA6 has found that working with key LEA administrators is an efficient, cost-effective method for assuring that an impact is made resulting from training. These administrators are encouraged to demonstrate active support of the training methods by attending and participating at workshops, sharing their ideas and knowledge, sharing relevant articles, setting LEA goals and expectations, modeling new practices, and observing in the classroom and providing feedback.

Administrators are also encouraged to communicate with teachers and aides on a one-to-one informal basis, providing words of encouragement and recognition of achievements. Such supportive personalized attention has been shown to increase the impact of training. On-going communication between MRC SA6 staff and the LEA administrators allows MRC SA6 to know the impact of their training over time. Frequent phone calls and follow-up consultations take place with local administrators during the year.

Some training objectives are easier for quantifying impact than are others. For example, awareness workshops on the nature and purpose of bilingual education, on general knowledge of cultural differences or on demographic changes contain information which is put into practice in a wide range of ways as future needs and circumstances dictate. Participants fill out Session Feedback forms specifying what they learned. These learnings are assumed to result in some future change in practice. MRC SA6 does not burden participants with forms to fill out months after the workshop has been conducted (MRC SA6 has found this practice to antagonize some individuals) regarding the specific ways in which the workshop information was beneficial. Therefore, the Center has little direct knowledge from participants of the actual impact that was made after participants leave the workshop setting. However, indirect sources are often abundant. On future occasions, project directors, principals and participants tell MRC SA6 trainers of the impact made. Much of this occurs informally, although letters documenting service impact are frequently received and kept in project files.

Individuals benefit from training in non-quantifiable manners. Measuring whether or not a specific teaching method is being used in the classroom is easy. Measuring emotional responses, increased awareness, broadened knowledge, and other esoteric responses is more difficult. These things are not readily observable. The individual himself/herself is the best source of data, and change is incremental. Also, individuals change over time due to many things. Measuring the degree to which a specific workshop resulted in an individual's change is problematic. Cognizant of these constraints in measuring impact, MRC SA6 staff focus attention on the degree to which their training results in a change in practice among participants during follow-up sessions, meetings and consultations with those individuals most involved in the programs of instruction. This seems to function well as a means of knowing whether or not an impact has been made. Attachment A is a sample, selected at random, of the kind of feedback received from participants of MRC workshops.

COORDINATION AND COLLABORATION WITH OTHER AGENCIES

One of the major MRC accomplishments during this contract year has been the focus on sharing of resources and focus on economical delivery of services through painstaking coordination and effective collaboration with SEAs, EACs, IHEs, Chapter IV Centers, other MRCs, UW-Madison, research centers, professional organizations, businesses, LEAs and community agencies. By joining forces, a large number of the training events, where MRC staff conducted workshops, were successfully implemented while reaching a wider audience.

All activities were coordinated with the SEA Title VII office. Onsite training activities were done in collaboration with the LEA, who often provided not only the physical facilities, but refreshments and handout duplication. Most of these on-district training sessions were also offered to neighboring school districts, a generous contribution on the part of the LEA hosting the event.

The NCBE was invited but was unable to participate in the Regional Workshop, however, the intensity of collaboration and cooperation was not missing. During the year, NCBE provided advice, referrals, publications and searches for clients and MRC staff. MRC provided NCBE with a copy of the Annotated Bibliography on Educational Technology for the Education of the LEP Student, updated for 1994. MRC staff also informed participants of workshops about the availability of NCBE collection and dissemination services, on-line subscription, publications for sale, Forum, electronic newsletter, and database collection. The MRC, by doing so, tried to put the practitioners in contact with the valuable services from NCBE. The staff at NCBE has been friendly, helpful and prompt in fulfilling any request from this Center or from our clients.

Major conferences and institutes in the service area have been done in collaboration with the EAC-West and East. Both centers exchange with the MRC a monthly calendar of events. Staff from EAC has been very helpful in responding to requests for workshops, presenting at state meetings (in Michigan, North Dakota, South Dakota and Wisconsin), and doing an outstanding job in training in

assessment and evaluation, sharing printed information, and providing referrals and lists of resources to the MRC and to our common clients in the region.

MRCs have collaborated during OBEMLA-sponsored Institutes and meetings and during much appreciated staff exchanges. The New England MRC has contributed its expertise in organizing and training school superintendents, and the InterAmerica and COMSIS MRCs effected staff exchanges with our MRC, thus extending the use of our scarce personnel resources. MRC SA6 also has shared research papers from UW-Madison, Task 6 information, and has answered to any other request for assistance from the MRCs.

Evidence of this multi-agency collaboration appeared on the descriptive summaries of services preceding this narrative. Following is a list of major state, regional or national events where collaboration between the MRC and other agencies played a major role for the activity to actually take place.

The SEAs, as stated before, were always consulted and activities occurring in their states were always coordinated with their offices. The major regional events listed below allowed the MRC to reach out simultaneously to Title VII clients and districts with LEP enrollments planning to develop a program for LEPs or at least to start providing some remedial services through their mainstream classroom. The following conferences, set forth by states, were co-sponsored by MRC and were events where MRC staff presented.

<u>Iowa Conferences</u>

Iowa State Bilingual Education/ESL/Refugee Concerns Conference. Theme: Global Palette: A Gallery of Vision
Des Moines, IA. Sponsored by Iowa SEA, Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison and Iowa Bureau of Refugee Services
2/9-2/11/94
Purpose: Provided ESL and classroom teachers/native language tutors/administrators/parents-/community members/support agency staff/nurses/psychologists/social workers/adult education and university staff (and others concerned about the needs of LEP students) with an opportunity to interact and increase knowledge about ESL, bilingual and multicultural education and refugee

issues. Presentations related to areas of bilingual and multicultural education, ESL, refugee issues, philosophy, assessment, needs of unaccompanied refugee minors, career and vocational needs, building cultural awareness, curriculum adaptation, parent involvement, program administration, special education and health concerns, with information about effective techniques, strategies, materials and research. MRC staff presented.

Michigan Conferences:

Annual Institute(s) for Michigan Paraprofessionals Who Teach Limited English Proficient Students, Farmington, MI, sponsored by Michigan DOE and MRC SA6
8/19/94 and 9/27/94
A specifically tailored conference for the bilingual paraprofessional focused on specific concerns such as vocabulary development, reading skills and small group management. MRC staff presented.

17th Annual Michigan Bilingual and Migrant Education Conference: A Rainbow of Cultures...Our Nation's Treasure, Michigan DOE and MRC SA6 cosponsored, Ypsilanti, MI
4/21-4/23/94
Purpose: Brought together educators, parents and students to learn and share important and needed strategies for addressing the educational needs of over 100,000 language minority students in Michigan schools and communities. MRC staff presented.

Michigan Regional Workshops

4/5/94: **Teaching the LEP Student**, Berrien Springs, MI
Purpose: To share with teachers/administrators/paraprofessionals strategies and techniques which can be used with LEP students in the bilingual/ESL and mainstream classroom settings. Ways to adapt instruction using hands-on activities and cooperative learning were shared. MRC staff presented.

3/16/94: **Practical Techniques and Strategies for Improving Reading and Writing Skills of At-Risk and LEP Students**, Dearborn, MI
Purpose: Workshops for administrators, K-12 teachers and teaching assistants. MRC staff presented.

Fourth Annual National Conference of the National Association for Multicultural Education (NAME). Theme: Facing the Challenges of Cultural Pluralism and Diversity: A Clarion Call for Unique Opportunities In the 21st Century. Co-sponsored by N.A.M.E., Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Michigan SEA and the School District of the City of Detroit. Detroit, MI
2/9-11/94
Purpose/dedication: Development of education that is multicultural and inclusive, NAME provided a forum for dialogue, respect, cultural diversity and advocacy. For educators and advocates of diversity and multicultural education. Sub-themes: educating for multiethnic and transcultural understanding and participation; preparing teachers and community workers for the challenges and opportunities in the year 2000; providing training for diversity issues in the workplace; defining the role of technology in a multicultural society; inclusion of issues of race, ethnicity, gender, class, disability, age and sexual orientation as well as personal diversities within cultural groups.

CLINICS: Designed for elementary, middle and secondary teachers, clinics offered practical suggestions on how to successfully teach a wide range of bilingual students in mainstream classrooms. A framework was provided for making decisions about how and what to teach the bilingual learners. Outcomes included: awareness of what teachers need to know about bilingual students' backgrounds, and techniques and resources for gathering this information; techniques for assessing one's current instruction as effective for meeting the needs of bilingual learners; strategies for modifying content and instructional methods so to better meet student needs, emphasizing reading methods; identification of cultural and communication issues that arise when teaching in a multicultural context, followed by practical solutions to these issues. MRC staff presented.

Second Annual Michigan Department of Education Multicultural Education Conference: Education in a Multicultural America Conference. Sponsored by Michigan State Board of Education, Michigan Ethnic Heritage Study Center (Detroit), Michigan Education Association, Michigan Federation of Teachers, Michigan Partnership for New Education, Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, North Central Regional Education Laboratory, Programs for Educational Opportunity/The University of Michigan-Ann Arbor, State Literacy Resource Center/Central Michigan University, Oakland University, Wayne State University, Flint Community Schools, and Lansing Public Schools.
Lansing, MI
11/11-11/12/93
The purpose of this conference was to acknowledge the diversity which exists in Michigan public schools and to share current research and ideas for addressing the needs of the culturally and linguistically diverse student population. MRC staff presented.

Minnesota Conferences:

Hmong Curriculum Development Institute/Conference, co-sponsored by Minnesota SEA and MRC SA6, Twin Cities area
8/22-8/23/94 and 9/27/94
For Minnesota and Wisconsin teachers/staff. MRC staff presented.

Minnesota Spring Statewide Bilingual Education Conference: Walking in their Shoes (Understanding our LEP Learners)
Co-sponsored by Minnesota SEA, MRC SA6, EAC and MinneTESOL, Twin Cities, MN
4/28-4/29/94
Emphasis on effective instructional practices, assessment, collaboration, and addressing the broader cultural and emotional needs of learners whose first language is not English. For teachers, administrators, counselors, paraprofessionals, and other practitioners concerned about the education of LEP learners. MRC staff presented.

Writing Workshop: The Teaching and Evaluation of Writing Skills for Secondary LEP Learners.
Co-sponsored by Minnesota SEA, EAC, MRC SA6 and Center for Second Language Teaching and Learning, Hamline University campus, St. Paul, MN
3/1/94 and 1/21/94
Workshops for secondary teachers of LEP students re: developing academic writing skills and

evaluating needs and overview of writing needs, with respect to Minnesota graduating requirements and post-secondary success. MRC staff presented.

Bilingual Paraprofessionals Conference: The Professional Paraprofessional: Helping Our Students - Helping Ourselves
Co-sponsored by Minnesota SEA and MRC SA#6, Hamline University campus, St. Paul, MN
3/26/94
Addressed the needs specific to educational assistants, resource staff, translators, interpreters, paraprofessionals, aides, tutors and other non-licensed staff. Large and small group sessions covered a variety of topics and offered expertise and information that will be useful in carrying out current tasks and preparing for future challenges. Topics included: teaching activities and techniques; role as an interpreter and translator; interacting with teaching staff; PPST and Minnesota licensure information; parental involvement; and sharing common concerns. MRC staff presented.

Minneapolis Public Schools Training of Trainers Conference: Issues Related to the Education of LEP Students. Co-sponsored by Minnesota SEA, Minneapolis LEA and Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Minneapolis, MN
5/26, 4/14, 3/17, 2/24 and 1/20/94
Series of seminar sessions for LEP staff representatives from Minneapolis Public Schools in order to better enable the participants to inform mainstream building staff and administration regarding issues regarding the education of LEP students. Suggestions on how to be an effective trainer and resource person as well as general information in a manner and form that has proven to be effective with mainstream personnel, so that they are able to carry out training in their own buildings. Topics: How to be an effective trainer; general MN data, legal information, regulations and trends; second languages and cultures; language and cultural capsules of the Hmong, Hispanic and Somali populations in Minneapolis; suggestions and approaches for the mainstream classroom and curriculum; cooperative learning strategies and whole language approaches with the LEP student; involving LEP parents and community in school life. MRC staff presented.

New Teachers Workshop: Guidelines for School Districts Providing Services to LEP Students. Co-sponsored by Minnesota SEA and Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Brooklyn Park, MN
2/7/94
Purpose was to provide guidelines for serving LEP students, as required under Title VI of Civil Rights Act of 1964. Information regarding legal rights and responsibilities; language identification and assessment of LEP students; program planning, implementation and evaluation; and, staff development. MRC staff presented.

Workshop For Adult ESL Teachers: Teaching Listening Skills to LEP Students (Part I) and Communicative ESL Teaching (Part II). Sponsored by Minnesota SEA and the Literacy Training Network, Roseville, MN
12/10/93
(Part I): Listening is an often underemphasized area of ESL teaching. Yet, it is a critical step toward further progress in the language acquisition process. This session addressed the steps needed to develop the skills which lead to responsive communication so that LEP adults will be

more successful in their interactions.

(Part II): Develop skills to: 1. Distinguish between structural and communicative approaches to language teaching; 2. Conduct an ESL communication needs assessment of their students; 3. Develop and teach a lesson based on one of their students' communication needs; 4. Critique and modify their lessons based on peer feedback and support. MRC staff presented.

Leadership Conference On Issues Concerning Students of Limited English Proficiency, co-sponsored by Minnesota SEA, MRC SA6 and EAC, Bloomington, MN
MRC SA#6 Staff, Adeline Becker (MRC #1), and Peter Negroni (New England Superintendents Council)
11/3/93
MRC staff presented.

MRC SA6 Regional Institute. Sponsored by Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison. Collaborators: EAC-East and EAC-West and the Minnesota SEA, Bloomington, MN
11/4-11/5/93
A two-day institute for MRC SA6 client Title VII administrators, dealing with issues of classroom management, curriculum, special education staff development and assessment and evaluation. MRC staff presented.

New Teachers Workshop: Language Acquisition: Implications for Working With LEP Learners, co-sponsored by Minnesota SEA and MRC SA6, St. Paul, MN
11/15-17/93
Provided intensive orientation in the education of LEP students to new teachers entering their new professions. Focused on myths regarding second language acquisition, research, BICS and CALP, working with parents and mainstream teachers to educate them regarding second language acquisition. helping LEP students to use language to be empowered. MRC staff presented.

Second Annual Conference for Educational Assistants, Paraprofessionals and Teacher Aides: United For Children Conference. Co-sponsored by Minnesota SEA, St. Paul Technical College and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison.
10/21/93
Tips for teaching/working with LEP students, with classroom suggestions for paraprofessionals from Minneapolis and St. Paul School districts. Elementary Education, Chapter I, MFT/MEA, Employee training, collaborative services, Minnesota Teamsters Local 310, LEP staff, special education staff. MRC staff presented.

New Teachers Workshop: Effective Instruction for LEP Learners and Special Education Issues and LEP Students, co-sponsored by Minnesota SEA, MRC SA#6, and Southwest/West Central ECSU, arshall, MN
10/27-10/29/93
Focused on first and second language acquisition and how it affects the academic performance of LEP students. MRC staff presented.

Minnesota Literacy Council Fall Conference: Tapping First Language and Culture in ESL

Tutoring. Co-sponsored by Literacy Council, Minnesota SEA and Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Brainerd, MN
10/29/93
Focused on helping teachers better understand the importance and function of first language and culture in the teaching of ESL. Included suggestions for classroom techniques and activities and allowed time for questions and answers. MRC staff presented.

North Dakota Conferences:

North Dakota State Bilingual Education Conference. Co-sponsored by North Dakota Bilingual Education Association, North Dakota SEA, Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, EAC-West and local educational agencies, Bismarck, ND
9/6-9/9/94
The Conference focused on the specific needs of North Dakota educators of language minority and limited English proficient North Dakota students. The Conference theme, "Bilingual Education and Goals 2000: Linking the Past and the Present To the Future", addressed both the National Goals and the concerns of the educational system within the State. The topics covered varied from instruction to culture to the reauthorization of Title VII. MRC staff presented.

North Dakota Staff Development Conference. Co-sponsored by North Dakota SEA and Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Bismarck, ND
7/19-21
This Workshop/conference focused specifically on the concerns of administrators who are interested in developing a bilingual or ESL program for their LEP students. the workshop identified specific Title VII resource (EAC, NCBE and MRC) and ways in which these organizations may assist the local education agency. LEAs shared concerns and goals and discussed ways in which they can address these concerns. MRC staff presented.

Second Annual Conference for Cross Cultural Awareness in North Dakota. Co-sponsored by North Dakota SEA, Native American Association, and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Bismarck, ND
4/25/94
Designed to enhance basic awareness of differences between Indian and non-Indian people. The focus was on learning about cultural diversity and beginning skills of cross-cultural competence. Professional and educational opportunities for social workers, addiction counselors, juvenile corrections, administrators and supervisors, mental health providers and clinicians/nurses, eligibility workers, foster parents, therapists/counselors, educators, law enforcement, students and other persons and groups working with Native American youth and families. MRC staff presented.

ESL/Bilingual Conference. Co-sponsored by North Dakota SEA, North Dakota Association for Bilingual Education, North Dakota TESOL, Minot, ND
4/15/94
Pre-Conference, Minot, ND
4/14/94
Pre-conference and institute dealing with issues of language and education of the LEP student

with special needs. MRC staff presented.

National Language Curriculum Development Conference, sponsored by North Dakota SEA and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, New Town, ND
3/24-25/94
Purpose: To develop curriculum materials for native language development/programs. For educators, administrators and paraprofessionals. MRC staff presented.

First Annual North Dakota Indian Nations Education Conference. Co-sponsored by North Dakota Indian Associations, North Dakota SEA and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Bismarck, ND
12/27-29/93
The purpose was to share research in the area of learning styles and student self-motivation. Participants were presented with a variety of ideas on ways to incorporate those learning styles into the classroom and create an environment which encourages self motivation. MRC staff presented.

South Dakota Conferences:

South Dakota Language Institute. Co-sponsored by South Dakota SEA and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Rapid City, SD
8/18-20/94
The purpose of this Conference was to promote language and cultural diversity within South Dakota. The conference highlighted a variety of Native American and non-English speaking groups within the State. Educators shared approaches, methods and current research in the area of linguistics, language development and literacy. MRC staff presented on cooperative learning, training trainers and whole language.

South Dakota Reading Council Annual Spring Conference. Co-sponsored by South Dakota Reading council, South Dakota SEA and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Mitchell, SD
4/21-4/23/94
Purpose of this conference was to share current research in the area of reading and its effects on South Dakota students. MRC staff presented.

South Dakota Association for Bilingual/Bicultural Education Conference. Co-sponsored by South Dakota Association of Bilingual/Bicultural Education (SDABBE), South Dakota SEA and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison Rapid City, SD
2/10-2/11/94
This conference focus was to assist educators in ways to teach LEP students using the native language and English in both content and language areas. MRC staff presented.

Indian Education Workshop. Co-sponsored by South Dakota SEA and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Rapid City, SD
12/16-12/18/93

Focus: to provide educators with current research, techniques and strategies for teaching linguistically and culturally diverse students. Strands: federal and state programs; teacher training; aide training; parental involvement in drug and alcohol prevention; pre-school education; student leadership; Title V and Title VII workshop; trainers program for drug and alcohol prevention. MRC staff presented.

Wisconsin Conferences:

WIABE Conference: Aiming 4 Bilingual Connections (Students, Family, School, Community). Co-sponsored by Wisconsin Association for Bilingual Education (WIABE), Wisconsin SEA, Milwaukee Public Schools and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Milwaukee, WI
9/30-10/1/94
Focus on the relationships necessary between students, family, school and community to assure quality education for our young people. MRC staff presented.

Hmong Association of Wausau. Co-sponsored by Wausau Public Schools, Hmong Association of Wausau and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Wausau, WI
7/30/94
To provide a history of Hmong educational experience to Hmong parents, students and community members. During high school and college graduate ceremonies. MRC staff presented.

UW-Oshkosh Fourth Annual Conference on Educating the Hmong Student. co-sponsored by Wisconsin SEA, University of Wisconsin-Oshkosh and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Oshkosh, WI
7/18/94
Brought together leading experts in Hmong education from across the region. Vast cultural differences and misunderstandings have made educating Wisconsin's newest immigrant group a difficult challenge; this program narrowed the gap between cultures and promote greater understanding. MRC staff presented.

Solving the Assessment Puzzle: Portfolios and Performance Assessment Seminar, sponsored by the Education Centre (Milwaukee, WI) and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Milwaukee, WI
5/13/94
Classroom teachers (K-8) of Chapter I, ESL/LEP, gifted and special education students. Reading and language coordinators and administrators. MRC staff participated.

Multicultural Education for Students of Limited English Proficiency. Sponsored by the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison in collaboration with the Wisconsin SEA and the UW-Madison/Extension, School of Education (Department of Curriculum and Instruction, Madison Education Extension Programs), Madison, WI
5/6-5/7/94
Teachers (K-12 mainstream bilingual/ESL), administrators and counselors/support staff: gained

a clearer understanding of the ethnic and linguistic characteristics of students of different cultures who are recent arrivals in Wisconsin; learned of effective instructional strategies to increase the academic achievement of culturally and linguistically diverse students; develop an awareness of the individual values that different cultures contribute to a rich learning environment for all students. The symposium covered: definitions, characteristics, and key concepts necessary for basic cultural understanding; different views of cultural diversity in the U.S.; the impact of sociocultural factors on teaching and learning; explanations for group variations in school achievement; and demonstrations of alternative teaching strategies and multicultural curricula. MRC staff presented.

Wisconsin TESOL: Theme: Technology In ESL. Co-sponsored by WITESOL, Wisconsin SEA and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Madison, WI
4/15-4/16/94
Focused on the new and continuing developments in technology offered to educators and the many existing possibilities in the ESL classroom, laboratory and workplace. Variety of video and computer uses. MRC staff presented.

Wisconsin Association for Bilingual Education (WIABE) Conference. Theme: Positively Bilingual. Co-sponsored by WIABE, Milwaukee Public Schools, Wisconsin SEA and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Milwaukee, WI
10/22-10/23/93
The theme encompassed many aspects of our bilingual education programs in Wisconsin. Stressed the need that we have to share with each other, and with persons who have misconceptions and misunderstandings, the many wonderful things that have resulted from our dedication to the teaching of language-minority students. Pertinent and new educational materials, developments in assessment, student leadership, parental involvement, creativity and to foster professional growth. Took a critical look at what bilingual education is provided for our students, our parents, our community and our state. MRC staff presented.

Wisconsin Regional Staff Development Workshops for Staff Serving LEP Students. Co-sponsored by Wisconsin SEA and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Eau Claire, Appleton and Wausau, WI
10/18, 10/19 and 10/20/93
Focused around the subject of second language acquisition. Included ways to cope with LEP students in a bilingual, ESL or "regular" classroom and provided hands-on techniques and ideas. For all teachers. MRC staff presented.

Wisconsin Regional Staff Development workshops for Staff Serving LEP Students. Co-sponsored by Wisconsin SEA and the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Wisconsin Rapids, WI
4/19/94
Focused around the subject of integrating culture into the curriculum. For all teachers. MRC staff presented.

The MRC staff collaborated with national professional associations by presenting at some of their

conferences such as: the National Association for Multicultural Education in Detroit; the International TESOL Convention in Maryland; the National Association for Asian and Pacific American Education (NAAPAE) Annual Conference in Honolulu, HI; Annual (Illinois Association for Multilingual Multicultural Education) Conference For Teachers of Linguistically and Culturally Diverse Students in Oak Brook, IL; National Association For the Education and Advancement of Cambodian/Laotian and Vietnamese Americans (NAFEA).

Local educational, community and business organizations were MRC collaborators during regional training events reaching a larger audience. MRC staff presented at: Student/Parent Conference for Hispanics and Other Ethnic Groups, Minnesota; Conference for Asian Parents of LEP Students, Wisconsin; Hmong Parent Conference, Minnesota; Latino Parents Conference, Minnesota; North Dakota American Indian Languages Institute; Refugee Hmong Conference on Training Parents For Tomorrow, Wisconsin; Minnesota Paraprofessional Conference; Hmong Education Institute, Wisconsin; and others.

Some other far reaching events coordinated or done in collaboration with members of the Title VII network were: OBEMLA Title VII MRC Directors' Meeting (two), DC; Midwest Regional Conference for Teachers of Linguistically and Culturally Diverse Children, MRC SA 7, IL; OBEMLA Management Institute, Los Angeles; MRC SA 6 Regional Workshop, (with EACs), MN; OBEMLA Staff Development Institute for MRC Trainers (DC); Sixth annual New England Superintendents' Institute in Newport, RI, with MRC SA1; T.D.I. Conference in Albuquerque, NM, with MRC 10 and Eac-West; Asian Pacific American Education Forum in Pomona, CA, with OBEMLA, MRC 3 and MRC 14.

Significant collaboration was achieved by coordinating MRC workshops and coursework with different IHEs in Service Area 6, to provide MRC clients with college, or professional credit hours. Some of the IHEs who collaborated with the MRC in this endeavor were: Augustana College; Beloit College; Black Hills State College; Hamline University; St. Paul Technical College; Sinte Gleska College; Sioux Falls College; United Tribes Technical College; University of Wisconsin-Oshkosh; UW-Madison;

Wayne State University; and others.

MRC enhanced its services to clients by its internal coordination within the UW-Madison School of Education, specifically with The Wisconsin Center for Education Research (WCER), where the MRC is physically housed. The MRC strived to gather and select the latest findings from the research done at WCER, interpret and incorporate it into the content of MRC training. MRC staff tried to ensure that their workshops included research findings and effective developing practices. On many occasions the Center invited leading researchers from a variety of fields to address the participants at MRC training events or to present to MRC Staff. There is also the opportunity to meet one-on-one with the WCER researchers, to obtain information, clarification or literature that would reinforce the content and focus of an MRC training module.

The Center's implementation of its mission has been enhanced by its relationship to the Wisconsin Center for Education Research. In our proposal, we argued that the University of Wisconsin-Madison represented a unique opportunity for the development of MRC training activities and of the area of education technology in two ways: through the linkages facilitated by the WCER between the Center and professionals in the diverse fields of instructional curriculum and technology; and through cooperation between the Center and WCER faculty whose interests revolve around mathematics, computer lab instruction, education reform, and around the increasing diversity of this country's school-age population.

During the past year, the MRC capitalized on many opportunities with this association with WCER. For example, the Center was an active participant in WCER's Visiting Minority Scholar Lecture Series, specifically during lectures and individual meetings with Leo Tanguma, Denver; Lily Wong Fillmore, University of California-Berkeley; Joyce King, Santa Clara University; Trevor E. Sewell, Temple University; Bernard R. Gifford, University of California-Berkeley; and Jesús Nieto, San Diego State University. The Center has distributed copies of newsletters and publications from the National Center for Research Mathematics and Science Education (NCRMSE), Center on Organization and School

Restructuring, and other WCER projects to other MRCs and members of the Title VII network.

The educational technology support and training at UW-Madison has been invaluable to the MRC staff, leading to the accomplishment of Task 6: collection, dissemination and incorporation to training. All UW-Madison resources are openly available to the MRC. Faculty and academic staff are generous in sharing information and collaborating with the MRC. The MRC is seen as an outreach arm to the practitioners, and as a two-way conduit of information between schools and the University; a) conveying needs from the field to the faculty to design programs of training, and, b) taking research findings from the University to be put into practice by instructional and administrative personnel in the schools.

THE MRC'S AREA OF SPECIALIZATION: EDUCATION TECHNOLOGY FOR PROGRAMS OF BILINGUAL EDUCATION

During the 1993-1994 contract year, the MRC focused its efforts in education technology for minority language, LEP students in five related areas: ongoing efforts to synthesize what various technologies (computer, video, audio, CDs, etc). have to offer to the education of LEP students; sharing of our own developing knowledge and expertise with other MRCs, EACs, and the NCBE; staff exchanges focused on technology education for LEP students; provision of training and technical assistance services in the Center's area of specialization; and, ongoing involvement in the professional organizations. The Center collaborated in disseminating and assisting with linkages during the MRC 14 California State Polytechnic Technological Conference. Through WCER, the MRC offered a Lecture Series in Technology In Education Research as follows: Advanced Video Analysis Tools by Jeremy Roschelle, Institute for Research on Learning; Learning Constellations by Ricki Goldman-Segall, University of British Columbia; The Use of Videotape for Training and Certifying Field Observers by Deborah Vandell, Educational Psychology and WCER (UW-Madison); Project CATALYST by John Moore (UW-Madison); Video As An Underused Medium for All Phases of Research by Richard Geier, Northwestern University; Prospects of New Video Networking Architectures for Designing and Studying Learning

Environments by Roy Pea, Northwestern University.

ONGOING REVIEW AND SYNTHESIS OF RESEARCH LITERATURE

The basis of our efforts in technology education for LEP students lies in the latest discoveries and upgrading of the current hardware and software, as well as in the research literature on the teaching and learning integrating the use of technology. The Center has continued to keep itself abreast of developments in these areas through subscriptions to professional journals in the teaching of language and content area through technology, the purchase of professional materials for inclusion in our resource collection, and acquiring complimentary copies of classroom application packages as they become available.

During the 1992-1993 contract year, an annotated bibliography was started featuring books, articles, and software categorized under five sections: I. Technology in the Classroom; II. Technology and Language Learning; III. Teacher Training In the Use of Technology; IV. Program Models Which Utilize Technology; and V. Instructional Resources. Versions of Draft I and Draft II of this document have been disseminated to NCBE and to members of the Title VII network of Centers. This bibliography was continued and updated during the 1993-94 year.

PART IV

EDUCATIONAL ENVIRONMENTAL CHANGES AND CURRENT ISSUES

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NATIONAL TRENDS AND IMPACT ON MRC SERVICE AREA

By the time this performance report is delivered to and read by the appropriate officers at the U.S. Department of Education, the reauthorization of the ESEA bill will be a reality.

Much of next year's planning for MRC services has been cautious in terms of content, direction and future availability of resources. It is expected that dramatic changes will occur in school districts as they prepare to realign their programs and resources following the suggestions of the Educate America Act, Goals 2000 and as they restructure services to LEP children under the upcoming new guidelines governing Title VII and Chapter I funding.

The MRC director and staff have been researching and reading the latest findings and publications on school restructuring, systemic reform, curriculum realignment, opportunity to learn standards, etc. they have reviewed the Goals 2000 to try to assess the needs of client districts and to match them to a relevant on-going staff development program for teachers of LEP students. State teams from our Service Area Six attended the Spring 1994 meeting in Washington, DC, where they learned about funds available to plan systemic reforms for selected school programs guided by the Educate America Act, Goals 2000. Some State Departments of Education already have named task force groups to integrate their state initiatives to the national mandate. Members of the MRC staff have attended some of the meetings and, as is the case in Iowa and Wisconsin, MRC staff is part of committees dealing with these issues.

A very pertinent current issue and future environmental change is the MRC service Centers' upcoming dissolution and subsequent integration into reconfigured comprehensive centers. These changes have been faced with a certain amount of consternation on the part of both MRC staff and SA6 clients. There is the possibility of MRC staff turnover due to the logical human response of searching for a more

secure work environment. There is also the uncertainty of roles when tasks and directions of MRCs change following new guidelines and regulations.

As of this date, the MRC SA6 staff has a commitment to stay the course, and plans for services to clients have tentatively started.

The MRC director and staff are looking forward to meeting positively the new challenges that the U.S. Department of Education systemic reform will bring to the Center's operations during the coming months and year.

Below are by-state descriptions of the current situation and educational environmental trends in MRC Service Area Six.

IOWA

Iowa mandates that LEAs conduct an annual LEP census and that they provide services to all students identified as being LEP (regardless of funding). Although the state does not mandate any specific program model, it does provide funds for educational services to LEP students on a prorated basis. The state gives guidelines for placing LEPs in mainstream classrooms, ESL instruction, transitional bilingual education program or in multi-age, multicultural environments. The law also prescribes the criteria to be used for LEP study to exit the ESL or TBE program of instruction. State law requires that districts receiving funds develop a program of inservice activities for all staff involved with LEP students. School superintendents of LEAs reporting LEP student populations receive an annual inservice needs assessment form; the results of this SEA-conducted survey is used to design a plan for delivery of services based on SEA-LEA-MRC collaboration.

Another mechanism the Iowa SEA uses to assess LEA needs involves requests for inservice workshops that are received throughout the year, with most requests coming in the fall. The SEA develops a calendar of regional workshops and serves as a broker for their implementation. It identifies

presenters, contracts consultants, pays travel costs, and generally coordinates these activities.

The recent implementation of ESL certification in Iowa is in direct response to a significant area of LEA need. All teachers licensed after October 1, 1988, need a K-12 ESL endorsement if teaching ESL. All TBE teachers need a valid Iowa Teacher Certificate and area or grade level of specialization. Moreover, for the coming year, the IA SEA representative has indicated that training for superintendent-level administrators is an area in which he would like to work with the MRC.

The Iowa SEA representative attends most workshops in the state and obtains informal participant feedback concerning ongoing needs. The SEA also involves school districts in planning its Annual State Conference, and, typically, the MRC sends a representative to that meeting.

For Iowa, the SEA representative has requested that the MRC (a) conduct regional workshops at each of the Title VII sites in the state, (b) participate and present at the Annual Joint ESL/Bilingual Education and Refugee Concerns Conference, (c) conduct an Institute for parents of language minority students, (d) conduct outreach and sponsor a training institute for district level administrators; (e) assist with the updating of the state ESL curriculum guide and; (f) help the state conduct training sessions for educational agency personnel preparing to develop programs for LEP students.

On discussing future trends in Iowa with the SEA representative, the following points were identified:

a) There is a demographic shift in the refugee LEP population. Families from Rumania and other Eastern European countries, formerly part or satellites of the former Soviet Union, are migrating to urban areas in Iowa. Most impacted is the city of Des Moines where a Refugee Agency brings in and relocates newcomers. An effort is made to disperse the newly arrived Eastern European to other towns in Iowa.

b) Most programs in Iowa emphasize ESL instruction, which has created a high demand for ESL certified teachers. Former bilingual teachers are now taking approved graduate courses to obtain ESL certification, which requires a minimum of 24 semester hours in specific courses. Thus, a large number of ESL teachers in Iowa are also experienced bilingual teachers.

c) The State Department of Education is encouraging districts with LEP populations to apply for Title VII funds. Des Moines, with the largest influx, applied this year. Fort Dodge

Community Schools and several other districts are also preparing to submit proposals to OBEMLA.

MICHIGAN

Michigan's state law mandates bilingual instruction for all attendance centers reporting more than 20 students from the same ethnolinguistic group; such programs are supported by state and local funds. The state allocates over $4,000,000 to assist districts with bilingual programs. Local educational agencies contribute an aggregate of over $1,200,000. Federal funds contributed approximate $4,326,900 to sponsor bilingual/ESL programs for LEP students. Hence, in Michigan there are two different census counts: students who are eligible for services, and students who actually receive services. The latter is a subset of the former because many students may be eligible for services, but there are not enough students at any given attendance center for services to be mandated.

Large numbers of programs in Michigan involve bilingual teacher aides who pull students out of their regular classrooms and provide them with native language tutorial assistance. Due to the low number of certified bilingual teachers, and the existence of some scattered populations of LEP students even within highly impacted areas, pull-out programs are used more frequently than self-contained classrooms. Thus, teacher-aide training needs are an ongoing focus of SEA initiatives. In response to this need, the MRC has sponsored a series of summer and school-year institutes for bilingual paraprofessional staff; we propose to continue in these efforts during the coming cycle.

State law also mandates bilingual certification. There are 73 language groups for which bilingual instruction is mandated, yet endorsements are available for only ten: Spanish, Arabic, Chaldean, Chinese, French, German, Japanese, Korean, Philipino and Vietnamese. The relative inservice needs of other language groups, therefore, increase. In partial response to the insufficient numbers of bilingual certified teachers, some school personnel in Michigan are advocating the creation of an English As A Second Language license or certificate. Presently, the State Board of Education is considering this idea.

If it passes, it will create additional training demands for the Center to assist the IHEs to design and implement programs for ESL certification.

The projected retirement of older teachers throughout the state is both a challenge and a major opportunity for the education of LEP students. If large numbers of language minorities can successfully complete teacher-training programs, the retiring work force can be replaced with competent teachers who will also be able to serve the LEP students in their classrooms. The MI SEA has worked with IHEs to promote certification of bilingual aides by offering credit for training activities like the SEA-sponsored State Conference.

Another challenge and opportunity lies in the new emphasis that is being given to local school empowerment by the City of Detroit Public Schools. These initiatives mean that schools will have increasing autonomy, but also responsibility, for the education of all their students. One particular facet of this initiative includes increased staff development for school teachers and administrators; specially targeted for some of these efforts are schools that enroll large numbers of LEP students.

Finally, formal mechanisms for assessing LEA needs include an annual census of LEP students that provides demographic information.

The Michigan SEA has served as a catalyst for ongoing coordination meetings among service providers (such as the Programs for Educational Opportunity at the University of Michigan-Ann Arbor, which is the Title IV-funded desegregation assistance center) and IHEs in the state. In addition, the SEA has held regular meetings of state bilingual project directors at which LEA needs are discussed. The MRC staff in Michigan attends these and similar meetings to coordinate services and to obtain information about LEA needs.

The Annual State Bilingual/Migrant Education Conference involves active collaboration among LEAs, IHEs and other agencies. The cooperating agencies provide ongoing input into planning and implementing these activities. MRC staff has played an active role in these activities as well.

For Michigan, the SEA has requested that the MRC; (a) conduct its regular series of statewide workshops for the education of LEP students on "teaching LEP students in mainstream classrooms," "using the native language to enhance content learning," "using technology in the education of LEP students," "making the most of your bilingual skills" (for bilingual tutors), "literacy instruction"; (b) participate in the annual Bilingual and Migrant Education Conference; (c) provide Intensive Field- Based Staff Development Services to the Detroit, Flint, Dearborn and Walled Lake school districts; (d) conduct the annual institute for bilingual instructional assistants; (e) provide back-to-school workshops around the state; and (f) provide outreach and a training institute for administrators entitled "Building Successful Programs for Bilingual Students."

MINNESOTA

Demographic Shifts

According to the information gathered from Final Reports sent by the districts to the Limited English Proficient (LEP) Education Unit and the Minnesota automated Reporting Student System (MARSS), over 31,000 students in Minnesota have first languages other than English. In 1992-1993, the same source showed, that 18,000 K-12 LEP students were served in over 150 districts throughout the state. The number of languages spoken by these students totaled 60; however, the majority of the students identified the following languages as their primary language: Hmong, Spanish, Vietnamese, Lao and Cambodian (Khmer).

Approximately 40,000 refugees and immigrants have settled in Minnesota, including about 36,000 Southeast Asians. Minnesota continues to rank among the top four states in total Southeast Asian refugee population. This population is slowly but steadily increasing. From January to October 1993, the large metropolitan districts have seen a significant increase in the number of students not only representing the Southeast Asian cultures (1,690 refugees) but also Eastern European (35 refugees), Soviet Jews (99

refugees), African (187 refugees), and Arabic (52 refugees) cultures. This increase is undoubtedly due to political activities around the world.

Local Educational Agencies (LEAs) continue to see new arrivals of LEP students at each grade level. However, the number of new LEP kindergarten students has far exceeded the number of new LEP students in each of the other grades. Information gathered from public assistance agencies indicates that the number of children five years old and under is double that of the total in the 6-18 year-old school-aged Southeast Asian refugee category. A high birth rate among the Hmong and Cambodian refugees is greatly contributing to this increase in the 0-5 year-old population. These children arrive at school from a closely knit non-English-speaking home environment and have had little or no contact with English.

While the Southeast Asian refugee population is the largest group of recent LEP arrivals in Minnesota schools, Spanish-speaking students, mainly of Mexican-American background, continue to contribute to the K-12 LEP school population. Hispanic migrant families who have been employed primarily in the southern, west central, and northern Red River Valley regions of the state, have settled out of the migrant stream and, the children, many of whom are classified as LEP, form part of the permanent Minnesota school population.

In addition to the Southeast Asian and Hispanic populations described above, Minnesota continues to receive a large and diverse number of non-refugee immigrants to Minnesota from other states, consisting of relatives and friends of state residents. These special populations are originally from Laos, Vietnam, Cambodia, Korea, Canada, India, Mexico, China and the former Soviet Union. Most recently, districts have enrolled students from a variety of Arabic-speaking countries.

Added to the LEP population described above, Minnesota schools also enroll a considerable number of adopted LEP children. There are some active adoption agencies in Minnesota which help bring foreign-born children to this area. The number of school-age children in this group is quite high.

Most of these children arrive here directly from Korea, India, and Central and South America.

The American Indian population in the northern rural areas, as well as in the Twin Cities, continues to preserve both its native Ojibwa language and culture. Elementary school-age students experience difficulties in an all-English classroom environment, often resulting in poor academic performance and eventual dropping out of school. Over the past several years, a number of programs serving Ojibwa Indian children have received Title VII funding in Minnesota. They include Fond du Lac, Onamia, Red Lake and the Red School House.

The LEP population is growing in size, geographic distribution and in diversity. Because of this growth, there is a continued and growing need for outside resources and training.

Outlook for Next Year

- The LEP population is served by other agencies, organizations and programs as well as through educational services. In order to meet the needs of Minnesota's growing population, it is necessary to coordinate and cooperate in planning and carrying out services for LEP students so that they are executed efficiently and resources are maximized.

- In 1979, a statewide needs assessment was conducted on the number of LEP students in the state, their needs, and the availability of trained teachers and material resources to meet these needs. As a result of this needs assessment, legislation was passed in 1980 which provides reimbursement to districts for a portion of the salary for bilingual/ESL staff. This reimbursement is only available to districts who have licensed teachers. Many of the LEP students in Minnesota are scattered in small numbers attending rural districts. Some of the teachers in these small districts do not have access to teacher licensing programs nor are these districts able to attract licensed teachers to work parttime. For these reasons there is a need to provide training concerning LEP issues for the teachers working on variances. These teachers are required to attend 18 hours of training each year. The New Teacher Workshops by the Department of Education provide this needed training.

- The LEP population is growing both in number and in geographic distribution. As a result, educators have expressed a need to have training, information and communication opportunities in order to better serve LEP students. The Statewide Spring Conference is held to keep educators informed of current information concerning information, resources and programs.

- There are a lack of programs and resources in communities which have great needs.

There have been many requests by LEAs to assist them in obtaining financial resources in starting or improving programs for their LEP populations.

- Many districts in Minnesota do not have staff with expertise concerning issues involved with Bilingual Education; therefore there is demand for training for districts that request specific topics in accordance with their needs.

- Title VII project coordinators express a desire to share information and training. Conducting a yearly meeting for the coordinators gives them this opportunity.

- Because the LEP population in Minnesota is moderately new, changing and growing, there is a need to develop and share resources and materials that will assist districts in providing high quality service for LEP students.

- The number of districts in Minnesota serving LEP students has grown in the last five years from about 100 to 155. Districts serving LEP students for the first time, as well as districts with new programs and/or changing staff, often request assistance in planning and developing programs, curricula and training in order to provide high quality services to LEP students.

- In order to provide assistance to LEAs, SEA staff must be informed about current trends, theories, and programs in the education of LEP students and to exchange information with SEAs from other states.

- Many of the districts serving LEP students are lacking resources due, in part, to one or more of the following factors: remote location, low LEP student population, relative newness of the program, lack of funds. There is a need to collect, organize and disseminate information regarding available resources and materials for district staff working with LEP students.

Various districts have applied for Title VII funding. Funding under the Title VII Bilingual Education Act will enable the Minnesota Department of Education, Limited English Proficiency Education Unit, to expand its data collection efforts and to continue to improve support services through inservice training and technical assistance to the state's limited English proficient population.

Legislative Changes

The recent legislative action on the Education Bill included three significant items regarding LEP education:

1. The state funding will reimburse teachers' salaries at a 1:40 ratio (a change from 1:45). The rate of 55.5% stays the same.

2. The law defines teachers to include "unlicensed personnel" working under a licensed

teacher (doesn't say ESL or bilingual teacher).

3. Money is available to districts for a percentage of money spent on materials. (The way it is written may cause some inequities in the distribution of resources.)

It is still unclear what impact all of this will have, but it could be significant, especially the reimbursing for paraprofessionals. It could also be in direct conflict with licensing rules. The state is still undergoing restructure and reform. It is expected that clarification will be forthcoming on how to interpret and effect these changes.

In another part of the Education Bill, they have said they will allow teachers who have completed all their coursework to continue to teach with provisional licenses and have asked the Board of Teaching to look into a teacher competency exam that is culturally sensitive and looks at needs of minorities and teachers whose first language is not English. This essentially puts the PPST, the currently-used test (put out by ETS) on hold. This is considered by persons in minority language education to be major news which may significantly impact bilingual teachers.

Minnesota state law mandates services for LEP students but allows LEA flexibility on program models. Partial reimbursement of LEA services for LEP students is contingent on; (a) an actual count of LEP students and; (b) the use of certified ESL and/or bilingual teachers when available, or attendance by beginning teachers at a minimum of 18 contact hours of inservice training. The former requirement is the basis for the Minnesota LEP census; the latter for the SEA's ongoing teacher training in the education of LEP students.

ESL licensure programs have been approved at four IHEs in the Twin Cities and two elsewhere in the state. The University of Minnesota-Minneapolis, Hamline University, and the College of Saint Scholastica offer bilingual licensure programs.

In May 1994, the Minnesota State Department of Education issued a draft of "Proposed High School Graduation Rules". It states comprehensive goals for education. Students are expected to be: purposeful thinkers; effective communicators; self-directed learners; productive group participants; and,

responsible citizens. It proposes that, beginning with the students who enter high school in the fall of 1996 (the graduating class of 2000), all Minnesota public schools will phase in the following requirements for earning a high school diploma (on a schedule to be set by the Board of Education based on the experience of pilot sites and research indicating the ability of the system to deliver and assess effectively these requirements for all students,):

Basic competency in the skills of reading, mathematics, and writing,

Basic knowledge of fundamental concepts from science, government, physical health and safety, and geography,

Engagement and achievement in academic performance of a long list of processes which form the required profile of learning.

The implications for training high school teachers of LEP students are highly significant because they will be expected to teach and evaluate thinking and analytical skills, application of concepts learned as well as communication. Opportunity to learn standards will have to be established for LEP students with different learning styles, low degree of knowledge and cultural and linguistic difficulties.

The Minnesota SEA does not use a formal questionnaire to assess LEA needs. Rather, it depends on its ongoing interactions with LEAs in responding to their queries and service requests, in planning conferences and institutes, and in the informal networks of LEA program directors involved in the education of LEP students. Recently, the SEA has begun to convene meetings of LEA coordinators of services for LEP students. The MN Field Representative has attended and will continue to attend these meetings.

MRC/Minnesota SEA Future Plans

An ongoing concern has been the provision of training for bilingual paraprofessional staff throughout the state. In response to those concerns, the MRC has sponsored, with the SEA and

cooperating LEAs, an annual Institute for Bilingual Paraprofessional Staff. This institute, now in its fifth year, has drawn participants from throughout the state, and it is planned to continue in subsequent years.

Minnesota SEA initiatives include the pilot testing of an introductory parent's manual and of parent training modules. The MRC will cooperate in this effort with the SEA.

Another area of developing need concerns the settling of migrant workers throughout the state, as canning plants have gone into year-round production or for other reasons. Many rural districts are encountering--for the first time ever--children of limited English proficiency. The MRC has been called on to provide training and technical assistance on very basic topics such as crosscultural awareness and communication, Hispanic culture, basic ESL methods, and parent involvement.

The Minnesota SEA has requested the MRC to collaborate with it in the design and implementation of; (a) new teachers workshops, (b) an institute for parents of bilingual children, (c) the annual statewide conference, (d) the annual institute for bilingual paraprofessional staff, (e) an institute for school administrators on the education of LEP students, and (f) a summer institute on working with LEP students in mainstream classrooms. These needs and requests will be reflected in our proposed Calendar of Services for Minnesota next fall.

NORTH DAKOTA

North Dakota is a land of many cultures and languages. It is a place where a person can be greeted in Lakota at an Indian Pow Wow, hear Norwegian at a Scandinavian church supper, or Spanish in the sugar beet fields of the Red River Valley. While North Dakota's ethnic population is similar to that of neighboring states in the Midwest, it is somewhat unique due to its large and diverse American Indian population. North Dakota is home to five tribal groups with distinct languages and cultures. The state has not escaped from the recent influx of immigrants from Eastern Europe, preceding and coinciding with the political dissolution of the Soviet Union. Indeed, as a consequence of the Gulf War, displaced

families from the Middle East, such as the Kurds, have sought refuge in North Dakota. Thus, other ethnic and linguistic factors, in addition to the Native American educational issues, are now considered by the North Dakota SEA when creating initiatives for appropriate and effective programs of instruction for these diverse groups.

Presently there are approximately 8,652 identified language minority students in the state, although the numbers are likely to be substantially more than that. There is inconsistency of criteria, a method for defining what a limited English proficient student is. This figure, which is about 6.7% of the total school enrollment of 127,370, is based on an annual, self-reporting survey of the schools conducted by the state department of education. The largest language minority student group is American Indian concentrated on the four reservations in the state, with smaller populations in the urban areas. Hispanic/migrant students comprise the second largest group. The rest of the students are refugee/new immigrant students who come from a variety of language and cultural backgrounds such as Middle Eastern, Eastern European, African, Asians and others. While school enrollment is decreasing in many North Dakota schools, the ethnic minority population is increasing, although it is not always reported by local agencies.

The North Dakota Department of Public Instruction has addressed the challenge of meeting the needs of language minority/limited English proficient (LEP) students impacting the State's school districts by creating the Bilingual Education section. This section has the responsibility of implementing Title VII of the Elementary and Secondary Education ACT of 1965, as amended. The state of North Dakota has not defined LEP students more specifically than the federal definition, nor does it mandate any procedures or testing instruments for school districts to identify LEP students or evaluate their language proficiency. Many LEP students receive Chapter I services in the schools, while others have been placed in special education programs. One school district, Fargo, qualified for an Emergency Immigrant Education Assistance program. Title V Indian Education and Johnson O'Malley programs also serve some LEP

students. None of these federal programs provide bilingual or ESL education.

The North Dakota SEA conducts an annual needs assessment and analysis as part of its Title VII grant report to the Department of Education. The summary was shared with us in a document entitled *North Dakota Bilingual Education Information: 1991-1992* (Rasmussen, 1992):

> *Though school enrollment is decreasing in many North Dakota schools, the LEP population is increasing due to several reasons:*
>
> 1. *Growth of Native American population . . .*
> 2. *Growth of the Hispanic population in the State as the migrant population continues to "settle out" . . .*
> 3. *Increase in refugees in North Dakota . . .*
>
> *Despite the numbers of LEP students and requirement to provide services for them, school districts in North Dakota are not appropriately serving their students. The biggest problem is the lack of trained professionals. Unfortunately, the necessary courses in bilingual education and English as a second language are not being offered in Institutions of Higher Education in North Dakota. Even schools with federally funded language programs for their LEP students are having trouble training their staff.*
>
> *Nine school districts in North Dakota presently receive Title VII funding for 11 instructional programs for LEP students. They all have a training requirement in their programs and funding for coursework. Five school districts receive Bureau of Indian Affairs funding for bilingual education programs, which also has funding for training. The University of North Dakota and Turtle Mountain Community College have applied for and received Title VII bilingual education programs funds. These programs are also required to provide training for their staff.*
>
> *Courses and training are definitely needed for educators serving LEP students in North Dakota. The lack of appropriate programs of study at colleges and universities in the State makes it difficult for school districts to meet OCR requirements to provide appropriate educational services and jeopardizes their ability to receive federal funding. It is difficult for us at the Department of Public Instruction to gather information on LEP students in North Dakota as required by the U.S. Department of Education because educators at local school districts are not trained to appropriately identify and develop programs for students.*
>
> *North Dakota is one of the few states in the country that did not provide any training in bilingual education [or] English as a second language through its Institutes of Higher Education. Recently, the State Certification Office of the Department instituted an optional endorsement to be attached to a Standard North Dakota Teaching Certificate in the area of Bilingual Education/English as a Second Language. Coursework provided for educators interested in obtaining the endorsement would certainly be helpful, along with inservice in all areas of bilingual education and ESL.* (pp. 1-2)

In addition to the needs the SEA so eloquently expressed, it conducts meetings with its Title VII Project Directors in an effort to assess needs and to plan upcoming activities, such as an Annual American Indian Conference. At these meetings, projects express their training needs and the SEA helps to coordinate services so that they can be targeted in the most cost effective manner possible. Other projects and initiatives requested of the MRC by the ND SEA include; (a) participation at ND Indian Education Conference, (b) workshops on the uses of computers for education, (c) presentations on the impact of school restructuring on the education of language minority students to school district administrators, (d) workshops for principals on the education of language minority students, (e) participation in the annual State Multicultural Symposium, (f) presentations at the State Bilingual Education Conference, (g) a summer institute on a topic involving the education of LEP students and, (h) participation in a task force reviving oral Native American languages and defining them in written form.

There has been an emphasis in reviving the North Dakota American Indian languages and incorporating them into the curriculum. Directors of Title VII programs, teachers, and teaching assistants from across the state of North Dakota gathered to address the need for American Indian language programs in order to preserve these languages, many of which are on the verge of extinction due to a rapid decrease in the number of native speakers. Participants agreed that these languages need to be taught in the schools to maintain the language and to improve the self esteem and cultural understanding of American Indian students. Various consultants from around the country presented information on their language renewal or bilingual programs. Keiki Kawai'ae'a, from the University of Hawaii, and Hokulani Cleeland, a language instructor in Kaua'i, Hawaii, presented information and materials from their Hawaiian language immersion programs. Philbert Watahomigie, from the Peach Springs reservation in Arizona, presented the bilingual curriculum being used in their schools to teach Hulapai and English concurrently. Other presentations involved using multi-media and computers to teach language. Kristina

Anstrom, of MRC SA6, gave technical assistance in the areas of language acquisition and components of a language curriculum. Though the intent of the workshop was to write a K-12 language curriculum, participants realized that other issues needed to be addressed first, such as, which native language to teach in schools where more than one language was represented. Also, since barriers, to teaching native languages existed in the schools and communities, these needed to be discussed and possible solutions reached before curriculum writing could begin. The time allotted for curriculum writing was devoted to a general discussion of solutions to barriers such as lack of resources and community support, funding and issues of teacher accreditation. Most school districts represented felt that the best program would be an early immersion program beginning with pre-school and kindergarten with the addition of a grade each school year so that, eventually, grades K-12 would be taught mostly in the native language with an English component added in the elementary grades. Another result of the conference was the writing of a vision statement that expressed the desire for American Indian students to be fluent bilinguals by the year 2000. Two more working sessions of this task force and its members met subsequently during the year.

The New Town Title VII project is currently implementing a Native American language instruction program for middle and high school students utilizing computers. The language being learned is Hidatsa, and the software developed integrates traditional and cultural aspects of this group of speakers. In fact, members of the community are involved as instructors in the computer language lab. This approach has benefited the members of the community, who knew the oral language but had to learn the computers and the written form, before participating as assistants to the teachers.

The Bismarck Public Schools, Bismarck United Tribes, and White Shield Schools requested and received from the MRC a training series carrying academic credit toward endorsement. This series, entitled Teachers Assistance Teams and the LEP Student, included Title VII administrators and teachers.

The North Dakota Bilingual/Bicultural Education Association (NDABBE) is focusing on building

support for bilingual education programs, by targeting their state conference not only to members and teachers but to the mainstream school administrators and community leaders from the different ethnic groups. The content of the conference will address the why, what and how of bilingual education, thus encouraging and engaging the key personnel support.

The MRC keeps abreast of current issues from their communication with the North-Central Indian Technical Assistance Center II, at the United Tribes Technical College in Bismarck. It publishes a bi-monthly newsletter which is very helpful to the MRC staff for understanding what is happening in the Indian schools, where most of the Title VII funded projects are located. As an example, a recent newsletter issue showcased projects employing effective instructional and administrative practices, which can be replicated. One of these projects is the Detroit Lakes Public Schools, which happens to have a Minnesota Chippewa Tribe affiliation. Chippewa bands are also located in Michigan Upper Peninsula and in the northern part of Wisconsin. Schools in those reservations within MRC SA6 can benefit by learning of projects that have succeeded in reducing dropout rates and increasing motivation and academic achievement, while integrating the Chippewa traditions. The MRC will continue to work with this agency to identify and promote ideas and approaches that work.

Summarizing, there on a general trend in the part of the state government and the multicultural community to become more attuned to traditional values of other cultures, and to attend to the education of those students from different language backgrounds. Emphasis has been put on validating the Native American culture as an important component of the North Dakota heritage. At the same time, Native American leaders have expressed their concerns about dysfunctional families, low achieving students, and self-destructing behavior of individuals, including adolescents and adults. They are delving into the past for answers by reviving the language of their ancestors, traditional values, mores, customs and history, which can be used as an anchor by the present Native American student to better emulate a positive attitude and behavior that will allow positive integration into both the reservation and the society at large.

SOUTH DAKOTA

South Dakota is a rural and sparsely populated state with a population of approximately 700,000 people. Seven percent of the state's population speak a language other than English at home. As per the Fall 1993 statistics, the pre-K-12 school population was 151,073. There are 266 school districts/systems of which there are 178 public school districts and 88 non-public/BIA systems. Within the past year, the student enrollment has increased by 3%, with the largest percent of increase among the Native American student population.

Indian student population in the public schools is 11,512 and 8,053 in the non-public schools, for a total of 19,565. There is a total of 3,149 students from Asian, Hispanic, and African-American backgrounds. Since 1989, South Dakota has experienced a 23% increase in African-American students, a 13% increase in Asian students, a 29% increase in Hispanic students, and a 17% increase in the number of Native American students. There has been a 2% increase in the past year in the total minority school population. A total 1,255 Hutterite or German-speaking students have moved into 50 colonies and are served by both public and non-public schools. This figure increased 5% from the previous year. These children seldom attend school beyond eighth grade. Girls, in particular, because of their position in the Hutterite colonies, are not encouraged to further their education. Hutterite students, when administered the Boehm test, scored two grade levels below the national norm.

From data collected by the South Dakota SEA in 1993, there are 8,341 identified LEP students the state. There are an additional 5,428 students in need of bilingual or ESL educational programs such as Title VII. Currently, all districts operating with Title VII funds are located on Indian reservations. Sioux Falls, Rapid City and Douglas School Districts operate the largest ESL programs at the local level.

Another area of concern among educators in South Dakota is the Indian dropout rate. SEA summaries indicate a 18.63% dropout rate for Indian students, compared to 2.60% for white students at the same 9-12 grade levels. Indian students also scored five points below the state average in ACT

testing. Educators attribute this discrepancy to an astonishingly high rate of under achievement coupled with extremely low self-esteem of the Native American youth and apparent lack of effective minority role models in leadership positions.

South Dakota is focusing on creating effective programs which will reduce the dropout rate. Elements to be included are:

- Establishment of a State Government Youth at Risk Task Force,
- Continuation of the Indian Youth Coalition 2000,
- Summit meeting of the Governor and community leaders to address the issue,
- Education conferences to address the National Education Goals, entitled "Families First",
- A look at alternate means of assessment for limited English proficient students,
- Parent leadership and school involvement training,
- Continued utilization of services from SEA, MRC, Chapter IV centers,
- Staff development programs in ESL and multicultural education for mainstream teachers,
- Training in new teaching technologies,
- Recognition of Native American culture as part of the South Dakota heritage,
- Literacy and language skills emphasis.

Governor Miller of South Dakota has put the Goals 2000 initiative on hold until open forums can be held across the state to get public viewpoint on school reform issues. South Dakota presently is involved in school modernization and reform based on what LEAs have decided are needs of their individual school districts. They are also involved in N.S.F. Systemic Initiatives in many schools in the state.

There is no state teacher certification requirement for teachers in ESL/bilingual programs of instruction. The bilingual teachers, however, are encouraged to take ESL method courses, since there is a shortage of teachers exhibiting those competencies. The state has a teacher certificate endorsement

for teaching Lakota. Currently, the Title VII SEA coordinator is working with the South Dakota director of Teacher Certification to develop a plan for endorsement or licensing of teachers in ESL and bilingual education.

The MRC already has a preliminary plan of inservices for this Fall, based on follow-up to this year's training and newly identified needs by the SEA and clients.

The South Dakota SEA also gathers information for its annual report to the U.S. Department of Education. It convenes meetings of project directors to plan and discuss upcoming events, to coordinate training events and for directors to have opportunities to meet and share concerns and ways of resolving those issues.

Ongoing initiatives by the SEA include support for two annual conferences: one on Indian Education and the other on bilingual education. Like all the other SEAs who were surveyed for this proposal, the SD SEA representative requested MRC participation in outreach and training for school administrators. Other specific LEA-based requests include; a) the implementation of non-pull-out programs, (b) teaching mathematics, science, and technology, (c) language arts through computer technologies, (d) cooperative learning, (e) school restructuring and its impact on language minority students, (e) presentations at the annual Bilingual/Bicultural Education Conference; and (g) a summer institute on language development. These needs and requests are reflected in our tentative Calendar of Services for South Dakota.

WISCONSIN

Wisconsin state law mandates a LEP census and the institution of bilingual programs in attendance centers with over 20 students. Given the shortage of certified bilingual teachers,[6] or even of teacher

[6]For Hmong, the state's second largest LEP student population, there are only two certified bilingual teachers in the state.

aides, the law was recently amended to allow for the use of ESL and other flexible programs, though preference is still to be given to the hiring of certified bilingual teaching staff. Costs for providing educational services to LEP students are partially reimbursed.

Another Wisconsin law with repercussions for LEAs concerns minimum competency tests, which schools may use as graduation requirements. These tests are subject to specific guidelines when administered to LEP students.

The Wisconsin SEA conducts a needs assessment of all Project Directors during the spring of each year in preparation for a coordination and planning meeting with them. At this meeting, the needs assessment is reviewed. Also, topics are prioritized and are assigned to one of four vehicles for service delivery: the annual state conference (held in the fall of each year), a statewide workshop hosted by the SEA, and a regional or local workshop--both of which are hosted by the local LEA.

State and federal policies require all school districts to provide equal educational opportunities for all pupils, including those defined as limited English proficient (LEP). State statutes define LEP pupils as those who have difficulty performing ordinary classwork in English because a non-English language is used in family or non-school surroundings. Although all districts must provide appropriate educational assistance to all LEP pupils, only districts with specified concentrations of LEP pupils who speak the same native language must establish formal bilingual-bicultural education programs, and are therefore eligible for reimbursement of a portion of their expenditures.

In fiscal year 1993-1994, a total of $8.3 million in state funds was distributed through a categorical aid appropriation to 38 school districts for costs of operating formal bilingual-bicultural education programs during the 1993-1994 school year. This appropriation funded 42.5% of eligible costs, compared to 58.6% of 1987-88 qualified program costs that were reimbursed in FY 1988-1989.

The major factor contributing to the $9.9 million increase in local costs is the increase in the number of LEP pupils in Wisconsin. From the 1987-88 through the 1993-94 school year, the LEP pupil

population enrolled in those districts eligible for reimbursement increased from 6,801 to 11,979. During the same seven-year period, a total of 210.7 full-time equivalent program staff, whose salaries were eligible for reimbursement, were added by districts with required programs.

However, because statutes allow districts considerable flexibility in the development and staffing of formal programs, there is not a direct relationship between increases in pupil enrollments and district staffing and other programmatic decisions. Rather, because of a lack of program standards, district decisions vary concerning staffing levels, including the type of staff used, program design, and the length of time pupils spend in programs. Decisions in each of these areas affect costs, as reflected by significant variations in 1993-94 per pupil costs for districts providing educational programs to LEP pupils with the same native language.

In the area of staffing, state standards do not specify minimum pupil to staff ratios or the extent to which aides, rather than teachers, should provide instruction. As a result, staffing levels vary and, more significantly, some districts rely more heavily on certified bilingual or English As A Second Language teachers, while other districts rely on aides fluent in the native language of enrolled LEP pupils. Because the compensation of aides is significantly less than that of certified teachers, districts that rely more heavily on aides have lower costs than districts relying on certified teachers.

District decisions regarding the type of program through which educational services are provided also affect costs. Debate exists as to the most effective method of improving the English language skills of LEP pupils, and neither state nor federal requirements mandate a standard program approach. In Wisconsin, almost all "bilingual" instruction, which includes instruction in both English and another language, is for LEP pupils with Spanish as their native language. Most other LEP pupils participate in specialized English As A Second Language instruction, which focuses on improving the English language abilities of LEP pupils.

Finally, state statutes do not include entrance and exit standards, and available information on the

amount of time spent in bilingual-bicultural programs is incomplete and inconsistently reported. To some extent, differences in how districts define a LEP pupil and measure English language proficiency also limit the usefulness of available information. For example, most districts will continue to monitor the overall academic achievement of pupils who have participated in LEP programs for as long as these pupils are enrolled in the district, because the districts always define and report these pupils as LEP.

The Wisconsin State Superintendent's Advisory Council on Bilingual/ESL Education has identified a number of needs in regards to services to LEP students, and have come up with a series of recommendations to improve the situation. They cover the areas of: state policy and funding which they recommend to include administrators' manuals and Resource and Planning guides for bilingual and ESL education; program models, content, and priority target grade levels; standardization of assessment procedures, state criteria for assessment, placement and an exit of LEP students, as well as properly trained staff to carry it out; staffing and training leading to qualified teachers/aides and in adequate numbers to meet the demand; effective procedures and training for improving home-school communication for language minority families; inclusion by the department, and all school districts, of LEP students needs' and issues, when legislative policy initiatives, educational programs and activities are studied and determined.

The Wisconsin State Superintendent of Schools has started several initiatives to promote educational reform. One of them is the Wisconsin Department of Public Instruction's Task Force on Urban Education, co-chaired by a professor from the University of Wisconsin-Milwaukee, a CEO of a business corporation and a director of a program for LEP community and students. Membership ranges from state senators to teachers, businesspeople, social workers and community members.

The urban education initiative is designed to provide:

A coherent policy framework in which to consider social, instructional, language and cultural, opportunity to learn issues, and develop strategies;

A comprehensive plan to address problems statewide;

A solid commitment from policy matters to carry out the plan and allow time for implementing locally designed solutions;

Institutions structured in a way to respond immediately to changing needs or to organize and deploy resources in ways that allow the very best response to urban childrens' problems and urban schools' needs.

The DPI's urban initiative integrates three other DPI initiatives that the state superintendent has called "critical to improving education in Wisconsin": Bright Beginnings or early education opportunities; Education Equity or the need to ensure that funding and program offerings place no child at a disadvantage; and, School To Work Transition or ensuring the preparation of students for either college or successful future employment. The Urban Initiative Task Force has sponsored forums in Superior, Eau Claire, LaCrosse, Steven Point, Green Bay, Madison (attended by the MRC SA6 Director and a staff member), Beloit, Milwaukee, Racine and Kenosha. Thousands of citizens, including more than 100 students, provided input on how to improve education for urban youth. Recommendations are forthcoming and will be integrated to the Wisconsin Goals 2000 initiatives following the Educate America Act.

The Wisconsin Legislative Audit Bureau conducted an in-depth study of the numbers of minority language students in the state, services provided and resources available. It concluded that all LEP students are not being served, that there is not consistency in approaches to deal with appropriate identification, placement or instructional services, and that Wisconsin SEA and local school districts need to make an effort in applying for and obtaining federal money (as the neighboring states of Illinois, Iowa, Minnesota and Michigan have been doing). Several districts applied for a Title VII grant, but only Wausau Public Schools received word of being funded for next 1994-95 school year. More efforts in that direction should be forthcoming next Fall during the next grant application cycle in the winter of 1994-95.

The MRC will continue its training and technical assistance efforts in coordination with the Wisconsin SEA, University of Wisconsin-Madison, and other IHEs, to respond to the staff development

needs of the 41 projected school districts in Wisconsin providing services to LEP students, as well as to those districts preparing to design and implement such programs of instruction for language minority students.

ATTACHMENT A

COMMENTS FROM CLIENTS AS

ANECDOTAL EVIDENCE OF IMPACT

(Sample Selections)

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(Sample Selections)

Title: Tips for classroom teachers in the mainstream classroom
Location: Ottumwa, IA
Presenter: Diaz
Date: 10/05/93
Comments: I will be able to use strategies for mainstream staff to use.

I would like to have more info on cultural background--how to get parents involved.

This session could be followed-up with many repeat visits to help us implement ideas.

I will be able to use the ideas on how to expand on my ESL students' education. Making sure that she can understand and apply the skills she has come in contact with...not just repeat and pronounce them correctly.

I always think of having a focus unit on their heritage but then I don't know if they would be embarrassed.

Title: Multiculturalizing the curriculum
Location: Sinte Gleska University, Rosebud, SD
Presenter: James Fenelon (MRC exchange)
Date: 10/05/93 (a.m.)
Comments: It has made me think--opened my mind. Multiculture is important. Am looking forward to trying some new things out. Would have been nice to have more hands-on material. Slides were nice.

I found it to be very interesting and culturally important. It brought out insights to other cultures that can be used in the classroom to enhance a multicultural curriculum or help establish a better cultural understanding.

Title: Multiculturalizing the curriculum
Location: Sinte Gleska University, Rosebud, SD
Presenter: James Fenelon (MRC exchange)
Date: 10/05/93 (p.m.)
Comments: I found out my way of viewing our world is finally getting out to everybody & into everything. The 4 directions view is what makes education better to teach our children 7 easier. It's more holistic like our culture, ceremonies, everyday life & thinking.

It helped me put together my confusion/questions. It has solidified my way of organizing my curriculum.

I learned alot from this. I really liked the history of names. I have confidence in what I am doing. Gave me more info for me to use in my classroom. I am going to teach my children and students about the four directions. I like what you said about how not anyone direction is more important than the other.

I learned all new things throughout this presentation. It was very good and very interesting. I looked at more individual growth and it was a reminder of my values and virtues. Every presentation makes me more confident and proud of what I'm doing. I learned that I need to look for more than just (one) particular aspect of a subject. If a child should learn something they should also get other learning experiences.

I am very glad that people are finally coming to realize that the native American people were very religious people and that they were not heathens. I believe us Indians are the true chosen people, now we need to educate everyone else.

There are more than one way to go about teaching students. Depending on the student different strategies can and should be utilized in getting your message or information across.

Title: Four Directions Model/Curriculum integration
Location: He-Dog Elementary School, SD
Presenter: James Fenelon (MRC exchange)
Date: 10/06/93
Comments: The Bible in Jer. 17:9 tells us that people are in their sinful nature. Before Christ Jesus revealed Himself to me, I was heathen, also Christ is now my Lord (I John 5:12).

How important culture is to everyone. Not everyone is coming from the same background. For example, nuclear and extended families, etc.

I learned that step-by-step approaching is not the best standard to use to teach. I was challenged by many points and was pleased to see that I am doing some good things.

I reviewed/relearned the 4 direction model. I myself try/tried to do this & to pass it on to other people but it's difficult. I understand the concept(s) but I feel for new teachers who have no understanding/knowledge of Native cultures (esp. Lakota). I see they are resistant to the idea because they have no understanding & therefore, they have fear & resistance. I need help in helping others.

I think we need a follow-up session after we've been able to use the curriculum.

Title: Lakota culture and integrating language skills
Location: North Elementary School, Mission, SD
Presenter: James Fenelon (MRC exchange)
Date: 10/07/93
Comments: I feel that I learned I need to look at the whole classroom, it's activities, lessons, students and staff. We are all related and need to care about each other, using four directions plus the other three as well.

Title: Lakota culture and integrating language skills
Location: Rosebud Elementary School, Rosebud, SD
Presenter: James Fenelon (MRC exchange)
Date: 10/08/93
Comments: We need new info too - some of the same things as last year (good info) need new stuff.

I've always thought Native stories were anti-climatic. Interesting to see that they just don't end - they leave the listener to think.

I need additional info on any units on music, dance, etc. I don't feel comfortable because I'm non-Indian trying to teach Indian music & dance. Help!

Title: Teaching reading to LEP students
Location: Bismarck, ND
Presenter: Ravi Sheorey (outside consultant)
Date: 10/11/93
Comments: Thinking process is different in the U.S. than in other countries. We received some helpful info to help us w/parent-teacher conferences & when we talk to parents of LEP students.

Title: Cross-cultural counseling
Location: Sioux City, IA
Presenter: Jones
Date: 10/12/93
Comments: Would like to see this message (Cross-cultural) sent to a much larger audience - Many of the people out there "just don't get it".

Importance of knowing resources in community to help facilitate counseling efforts. I need to learn a second language (Spanish)! Thank you!

Title: Continuation of ESL teaching methods for the secondary classroom: The Cognitive Academic Language Learning Approach
Location: Sioux City, IA
Presenter: Jones
Date: 10/13/93
Comments: Some of the other teachers' comments/suggestions were interesting and worthwhile. I would have liked to see more "modeling" of specific teaching strategies--maybe a video of a classroom situation.

Many of the techniques & strategies discussed challenge us to be more innovative in our approaches to instruction of the ESL student.

At first I thought - no way - I can't use any of this because of time - and breaks, but; putting myself in my students place I realize this is what I've been looking for to make my classes more interesting.

Title: Continuation of ESL teaching methods for the secondary classroom: The Cognitive Academic Language Learning Approach
Location: Sioux City, IA
Presenter: Jones
Date: 10/13/93
Comments: I haven't had a ESL teaching methods Inservice for several years. It was nice to get back into some specific methodology and refresh my memory.

Title: Team teaching and the CALLA Model - Elementary teachers
Location: Dearborn, MI
Presenter: Chaparro
Date: 10/13/93 (a.m.)
Comments: Not enough time to get to CALLA, however the presenter was very prepared. This needs to be an all day workshop not half day.

This workshop has been very beneficial, primarily because I agree that all children are at school for their needs are to be met and with team teaching, the needs of my bilingual students more. Teach teaching will also show other students who are not bilingual how other teachers teach who are bilingual. We will need time for planning and sharing.

As is typical there is never enough time for professionals to share information, experiences, etc. Hopefully - there will be follow up sessions to allow for reflection, sharing & support.

Very general. Need for specific strategies. Does this program have the full support of local building administration!

Title: Integrating multicultural education in the classroom - Elementary teachers
Location: Detroit, MI
Presenter: Chaparro
Date: 10/14/93
Comments: I think it is imperative to teach multi-culturalism today to all students because our world is becoming smaller.

I learned that discrimination is live and well. I learned that we could all become more sensitive to others and the ethnicity or their condition (example: blind, handicapped).

An enrichment of hearing what other persons believe on multi-ethnic is sincerely & deeply appreciated.

Title: Cognitive Academic Language Learning Approach (CALLA)
Location: Madison, WI (Wisconsin Directors Meeting)
Presenter: Sargeant
Date: 10/15/93
Comments: I enjoyed the video. I would like to have a presentation on CALLA done in my district. I think many of my fellow teachers would learn alot and find it valuable.

Title: Developing and adapting regular class materials for the NEP/LEP students
Location: Council Bluff, IA
Presenter: Thao
Date: 10/18/93
Comments: Curriculum adaptation techniques are invaluable and take off alot of stress incurred from "where do we go from here?"

Title: Strategies for working with LEP students in the mainstream
Location: Council Bluff, IA
Presenter: Thao
Date: 10/18/93
Comments: I enjoyed seeing the strategies in black & white in a concise manner. Also, I was reminded of cultural differences. It was good to hear that learning another language with peers can take up to two years. I want to try the strip stores & buddy system.

Gained a broader perspective regarding the increased enrollment of LEP students in our school system and how to more successfully meet their needs.
Utilize background of students' culture. Strategies work for students of many languages. Ways to adapt lessons to keep LEP involved. Regular classroon. teachers need this same kind of information.

How frustrated some concerned people are!

Title: Teaching Limited English Proficient Students
Location: Eau Claire, WI
Presenter: Jones
Date: 10/18/93
Comments: As a new teacher, I learned many concrete ways of applying "things" I know I need to teach, but I wasn't sure how to begin. I am more motivated & excited than I've been since the year began. Thanks!!

Because I am a (college) student just getting into the subject, I picked up LOTS of strategies to use. Thanks!

Title: Teaching Limited English Proficient Students
Location: Eau Claire, WI
Presenter: Jones
Date: 10/19/93
Comments: Much was reminders of things I already knew or learned earlier that I could/should be using. New insights: an appreciation for what a long process it is to learn a new language. My beliefs were strengthened. I made the realization that I'm not using all the skills I've been taught! I got a boost from the workshop. Comment - this was a very fast-paced workshop--could be tough for novices to absorb!?

I attended a workshop presented by Scott last Spring when I was an English teacher (but also certified in ESL). Unfortunately, I promptly forgot everything since I didn't have any LEP students. This year however I am teaching ESL and I find myself struggling to remember everything. This evening was well worth my time. I liked the cooperative learning which went on between the teachers.

The biggest problem is tips for mainstream teachers. I find myself overwhelmed by the mainstream teachers who don't know how to adopt their curriculum for LEP or who don't want to.

As a new teacher I picked up so many new ideas. I felt the workshop was very helpful not only with my LEPs but everyone. I can't wait to try some of them out!
I learned specific ways to modify textbooks that can easily be shown to classroom teachers.

As an intern I need all the ideas I can get.

Title: Teaching Limited English Proficient Students
Location: Eau Claire, WI
Presenter: Jones
Date: 10/20/93
Comments: As a building administrator I feel I can use some of the cooperative learning approaches when meeting with students.

Title: Suggestions for Working With Limited English Proficient Students
Location: St. Paul Technical College, St. Paul, MN
Presenter: Diaz
Date: 10/21/93
Comments: I think Mary Diaz is wonderful - very informative! How important a person's primary

language is. How to work with their strengths! their background, culture. How just because a child does not know English does not mean they don't know anything.

Language is not only culture - culture is everything.

Title: Foreign Languages and Second Languages
Location: Ottumwa, IA
Presenter: Diaz
Date: 10/22/93
Comments: I have no LEP students, but I did realize that I need to spend more time in my classes showing students how they can use the language, not just meet college prep. requirements.

I am once again motivated to get back into the classroom, but it's frustrating having a large section of kids--keeping them on task when doing speaking activities. It's frustrating, too, knowing that the kids are only taking it for college credit, but I do love teaching Spanish. This session just reinforced the fact that ESL teachers are fortunate.

Title: Cooperative Learning: Making the Classroom A "Positive" Experience for Bilingual Students
Location: Milwaukee, WI
Presenter: Sargeant
Date: 10/23/93
Comments: I'd like to have more information related to cooperative learning. I am also interested in Title 7 information to get a grant. Thank you.

Title: Mong Resettlement in the Chicago Area (1978-1987): Educational Implications
Location: Milwaukee, WI
Presenter: Thao
Date: 10/23/93
Comments: You mentioned that American s tend to look at helping the Hmong materialistically while the Hmong see it psychologically--that was an important thing I need to remember. I wish we would have had more time to discuss your findings and the future.

I thought the most interesting comment of the workshop came from an immigrant from the Soviet Union which had to do with South East Asian refugees settling in Russia possibly escaping political persecution of the U.S.

The best parts of the talk were those which talked about cultural differences & diversity. Even more of this kind of thing would be good.

Title: Getting Involved In Your Children's Education
Location: LaCrosse, WI
Presenter: Thao
Date: 10/26/93
Comments: Your presentation has helped me to motivate & help my children study more in school.

There were many things that I had learned from this workshop. Please, keep continue to support our Hmong. Hope to learn more from you in the future.

I think it'll motivate them to motivate their children more. I hope you will return in the near future again!

You have a nice job!

Title: ESL Strategies for the Mainstream Elementary Teacher
Location: Des Moines, IA
Presenter: Sargeant
Date: 10/26/93
Comments: I need info on available software for all areas, subject, K-5

I really haven't had any training in how to help ESL students & I want to help them. I do not have an educational background, yet am in the school environment & community working with hispanic families. I am hispanic & know the culture. I did not know the processes & difficulties the child goes through when entering a foreign environment (Education Specific) This workshop mad me more aware of student experiences & in turn can generalize this to parents & entire families.

Since there are only so many hours in a day it would be helpful if college would produce supplements to help with the strategies taught i.e. classroom objects, labels. Spanish/English would help produce bilingual students of all ethnic backgrounds. Use information!! We need basic conversation sheets/books to communicate with ESL students. We've been left for dead, no materials.

Title: Language Acquisition
Location: Marshall, MN
Presenter: Diaz
Date: 10/27/93
Comments: We need to have this info to administrators in our district.

Title: Mong Culture and Family
Location: South Minneapolis, MN (Hale School)
Presenter: Thao
Date: 11/03/93
Comments: A refresher on history--needs reviewing each year.

I re-learned that the family has invested trust in us as teachers, to educate their children.

It is interesting to hear of all the cultural differences, but it would take a very long time to learn all the different customs. I, as a person serving food to the children, would like to hear about their dietary habits.

Title: Second Annual Michigan Dept. of Education Multicultural Education Conference: Education in a Multicultural America
Location: Lansing, MI
Date: 11/10/93
Comments: MRC continues to provide excellent workshops that are geared toward maximizing effectiveness and creativity.

Title: Incorporating Multicultural Lit. into the Elementary Classroom
Location: Lansing, MI
Date: 11/10/93
Comments: It became apparent that this particular workshop session could easily require two full days to review, reinforce and create applications for classroom uses. You presented a concise concept that is sorely needed in classrooms. You may need to stress the values

component of literature. There are districts in Michigan that avoid all reference to value education because of conservative and fundamental pressure groups.

As a counselor I had forgotten the value of storytelling. The multicultural aspect added more descriptive value & joy in diversity. Thanks. I plan to use it more frequently.

Have used similar ideas--this workshop gave me more ideas for extensions for enhancement.

Title: Language Acquisition: Implications for Working with LEP Students
Location: St. Paul, MN
Presenter: Diaz
Date: 11/15/93
Comments: I will use the info to help educate administrators and mainstream teachers. Good to be reminded of our need to be advocates - to accentuate positive aspects of our students. Thanks for the valuable info.

I thought the workshop was wonderful. All this is very new to me. The material was enlightening and informative. I have to re-evaluate my methods of working with the children I have. I have gotten a lot of good ideas which I can incorporate to my methods.

...hope there will be more occasions like this one for you to make this idea understood to most people in Mnpls & St. Paul, so that both of the Minnesota and LEP populations will benefit from it. Bilingual/LEP teachers have done so much on their parts to educate their mainstream counterparts, but it will always be nicer to hear what we talked about today DIRECTLY from you. Thank you.

Title: Meeting the Needs of Spanish-Speaking Migrant Students in the Classroom
Location: Rochester, MN
Presenter: Diaz
Date: 12/02/93
Comments: It emphasized need for establishing good contact with parents. Strengthened my belief that parents need to be reassured that teaching their children in their native language is valuable.

The importance of the L.E.P. student needing approval of steps along the way.

Again, how important their culture is & can be valuable resources. Keep in mind that they have things to contribute to our schools & our knowledge of their countries & cultures.

The importance of the ESL teacher in dialoguing with the mainstream teacher. And - the importance of parent involvement.

We need to work on changing attitudes of <u>staff</u> first in order to be successful in educating our multi-cultural students & working with parents.

The learning styles, etc. that go along with their culture and how I can best serve them. I didn't realize that it was so very important for them to have the teacher's approval. It reinforced my thoughts on how to let them show what they know and use materials they're familiar with.

Title: Advanced Strategies for Working With LEP Students in the Mainstream Classroom
Location: Sioux City, IA
Presenter: Diaz
Date: 12/06/93
Comments: I felt it was very worthwhile & although I relearned some things, I also learned a lot more. I think we should have more of these workshops.

I just assumed all LEP do well in math because there is no reading--but I forgot there is alot of reading involved.

Title: Using CALLA To Teach Social Studies
Location: Dearborn, MI
Presenter: Sargeant
Date: 12/8/93
Comments: I'm motivated to try some of the new strategies. I like the input (shared concerns, problems, insights) of my colleagues since we don't usually have much time to get together to talk. It would have been helpful for all of the bilingual staff to sit in on this workshop.

Title: The CALLA Handbook: An Essential Guide for Content Area Instruction
Location: Dearborn, MI
Presenter: Sargeant
Date: 12/9/93
Comments: I have learned a lot of great strategies and Scott is a great resource on those strategies because he has actually implemented the methods.

Effective. In terms of renewed confidence; it is needed. We need to be motivated and reminded of new insights so we can reflect it upon our planning and our students.

Title: Teaching Listening Skills to LEP Learners
Location: Roseville, MN
Presenter: Diaz
Date: 12/10/93
Comments: The practical "How to's" are always valuable so a follow up of listening activities might be helpful. I appreciate the handout & will use activities from that.

I have a more positive attitude toward bilingual instruction and would like to learn how we can use this more.

I'm doing many things in the classroom that I should change--this class was a real eye opener.

Gave me confidence in my "new" profession - I love ESL more than anything I have every done!

I was reminded of the differences between tonal languages and non-tonal languages. Since most of my students' first language is tonal, I appreciated the training. I do plan to use minimal pairing in listening training. Also, I appreciate the bibliography - they are as helpful in the long term as the classroom discussion.

I'll be more aware of how our students hear things differently than we hear. This session has me motivated to try more activities.

I am quite new in ESL, & everything was most helpful & interesting to me!
It was very nice to have the opportunity to go to an adult ESL seminar. So many ABE workshops are about adults, but not ESL or about ESL but not applicable to adults. I hope to hear about more in the future.

Title: The Use of Portfolios in the Classroom
Location: New Town, ND
Presenter: Chaparro
Date: 12/14/93
Comments: I'm still confused, but not as much as before. If you have any additional information on this topic, please send it to our Title VII Project Director who will pass it on to us.

Anytime an idea is brought up, I'm willing to give it a try.

I see this is being used in parent-teacher conference. They show us samples of our kids words. It can be helpful show areas where they need to improve in.

I would like to move toward portfolio assessment for the high school - I'm not sure that I could convince the "old guard" on staff - new ideas are scary sometimes.

Title: Integrating Computer Technology in the Classroom
Location: Fort Yates, ND
Presenter: Chaparro
Date: 12/17/93
Comments: I have had 5 workshops with computers. And each time, I learned some thing new. Each time my confidence gets better. I enjoyed this workshop.

I liked listening to the presenter--her accent was very interesting.

Title: Developing Partnerships Between Home and School
Location: Rapid City, SD
Presenter: Jones
Date: 12/17/94
Comments: I am a school board member at Indian School. Let me know about your Bilingual program ideas - or parental involvement.

Very good workshop. Although I attended a lot of workshops with you as a presenter, I never stop learning.

Got new ideas and I hope they work. Realized that there is alot of cultures to deal with.

My belief in getting elders into the classroom were renewed. I will redouble my efforts at communicating with parents.

Title: Techniques for Teaching LEP Students
Location: Rapid City, SD
Presenter: Jones
Date: 12/17/93
Comments: I learned how to review material and questioning. How to encourage thinking. I would like to attend another workshop. Can't wait to try these new techniques on my students.

Title: Classroom Management & Motivational Strategies for At-Risk Students

Location: Rapid City, SD
Presenter: Jones
Date: 12/17/94
Comments: I learned not to put people down when in wrong.

I realized the areas that I need to be stronger in - & noticed where my faults are.

I loved this and all the ones before and after this sessions. Thanks.

Ideas presented can be used immediately in classroom. Presenter was very good.

You have opened my mind to more positive techniques which I believe will help certain students.

I became more motivated to go back to the classroom & believe in all my students. I needed to have this idea reinforced. I want all my students to succeed - I really believe they can.

Very good as the presenter - Native American descent. It's great having our people sharing their knowledge.

I was reminded what a very important job/role the teacher has in the life of each student. I am no longer in the classroom on a regular basis, but there have been so many techniques presented that I can present to my teachers as reminders for I'm sure most of them are familiar with the concepts.

It reminded me how fortunate I was to have the opportunity to study under my supervising teacher while I was student teaching. She always told me to emphasize the accomplishment of the students. This is my first year teaching, and I teach at one of six off-reservation Indian boarding schools, and can see what some of our teachers need to do to meet the needs of the students. I agree with you in that teachers have to legitimize the students existence - show you car.

Give the students more praise, time, and support to enhance their self-esteem. Show them more attention, this is my first year and I enjoy working with students. I teach our Native language and I'm proud to say that our students are interested in learning their Native tongues.

Learned to deal with students that shut everything down and you and just sit and refuse to do their work assigned to them...how to approach them and get them interested in their school work.

Title: Problems in Education: Foundations of Bilingual Education: Overview of Bilingual Education
Location: Hill City, SD
Presenter: Jones
Date: 1/6/94
Comments: Since I have not started teaching yet, the info reinforced what I was getting in college and also brought a lot of new info to me. Teaching English to any student can be difficult and this workshop helped bring a light to make it not seem so frightening to me.

I learned that it's ok for the children to speak in their native language. These students

should be in the middle of the room. That for them to speak in their native language does not slow them down.

I would like a spring workshop.

Bilingualism is impressive. Teach like you taught your baby.

ESL is a new trend in education for the future.

I look forward to learning more.

Since I am an ESL Person [administrator], I found this session extremely interesting. It brought back a lot of memories from when I was learning English. It explained a lot of things that I was going through as a youngster in school.

I learned that some of the things I felt were true about LEP students were myths. Also, the reason they were myths was explained very well.

Title: Problems in Education: Foundations of Bilingual Education: Teaching Within the Mixed Language Ability Classroom
Location: Hill City, SD
Presenter: Jones
Date: 1/7/94
Comments: I'm not a trained educator but I was very interested thru the whole class. I think the aids that help with the students would have benefited from this.

How confusing our language can be!

My exchange student son, when I correct his English, says "Say something in german so I can laugh at you." I try, he cracks up.

I learned that I should be doing much more to assist my LEP students.

I feel re-assured that what we need to do in helping to educate LEP students is simply good, common sense teaching. These strategies and tactics would be good for all students. Great job!

I don't have any LEP students, but who knows.....

Title: Adapting Science Instruction for LEP Students
Location: Madison, WI
Presenter: Sargeant
Date: 1/20/94
Comments: I believe that I will think about my teaching in all curriculums within the guidelines of this discussion.

I needed to be reminded of the stages these youngsters go through as they acquire language.

Title: Teaching and Evaluation of Writing Skills for Secondary LEP Students
Location: St. Paul, MN
Presenter: Diaz

Date: 1/21/94
Comments: The teaching and evaluation materials were most helpful. It's clear that I must provide more opportunities and varied opportunities for them to write.

I am a first-year teacher--this was fabulous for me!

Title: Working with LEP Students in the Mainstream
Location: Wisconsin Rapids, WI
Presenter: Jones
Date: 1/25/94
Comments: Many topics were brought up about teaching Hmong students that I had not thought of before....Along with what I am already doing in class there are many other ways to effectively visualize topics. It reminded me of many forgotten techniques.

This workshop was very informational. I've never had real limited speaking English students, but was given lots of good ideas on how to meet their needs.

I learned or was reminded to have patience and understanding for LEP students. Also to use as many hands on & modeled techniques as possible.

I learned that we need to be careful of how we speak (rate, etc.). The materials will prove to be helpful. He cleared up many issues & gave us a change to interact.

Title: Learning Styles: Implications for LEP Students (K-8)
Location: Wounded Knee Schools, Manderson, SD
Presenter: Thao
Date: 1/25/94
Comments: Refreshed my memory on the Learning Styles and as a teacher sometimes we forget that our students learn differently from how we do. Very good presentation.

I learned that I was almost 1/2 left and 1/2 right brain thinker. I always thought I was right brain.

Learned more about myself! Labeling a child if not done in the right way can really hurt a child for life!

Title: Teachers Working Together: Collaboration in the Classroom
Location: Mission, SD
Presenter: Sargeant
Date: 1/26/94
Comments: I learned many new things about team teaching. The shared responsibilities expressed are very important. I can now see the benefits offered by having two educators in the room.

I gained insights on how to approach/consult with different teachers. I believe I see better some of the problems some teachers have utilizing our aides in the classroom. I now see some new approaches I can use to maximize communication with classroom teachers.

The idea of team teaching is one idea that I personally would love to try. Although what we do now is similar in ways this idea will help the whole program alot.

Basically getting more info out to the students in different ways/ideas.

I found out alot about how the teacher and aide should work as a team. Using the team teaching method I say would make lesson planning and the actual teaching more easy and motivating.

Better understanding of what roles are expected from both teachers.
I team taught on the college level 22 years ago and I really enjoyed. The method was informal and we instructors had fun teaching and the students enjoyed themselves. Each taught to our strengths and assisted each others weaknesses.

Title: Tutoring LEP Students: Strategies for the One-on-One Setting
Location: Beloit, WI
Presenter: Jones
Date: 1/27/94
Comments: I'm so new to this everything was helpful. It creates a real excitement to come to this and believe it will be useful to utilize this knowledge.

Some useful strategies/techniques for encouraging questioning/vocab. develop. Reminder that hearing about & trying out new techniques is the best way to learn about teaching.

I'm impressed & encouraged @ the stress on cooperative learning--and I'm also excited at using the indiv. tutoring techniques that were presented here.

Title: Guidelines for School Districts Providing Services to Limited English Proficient Students
Location: Pierre, SD
Presenter: Diaz
Date: 2/2/94
Comments: Re-enforcing the belief about the importance of recognizing the students' culture and its value. I am in the process of integration of culture and language at our school and resistance by non-Lakota staff has been frustrating. This workshop gives me renewed hope and confidence.

It's been awhile since I have sat through this information. It's refreshing to here it again - especially that it's happening more now than several years ago. As an administrator we tend to be too close to practical things like just making sure the furnace works, without remembering <u>why</u> we need the heat.

Title: Language Acquisition: Implications for Working With Limited English Proficient Students
Location: Brooklyn Park, MN
Presenter: Diaz
Date: 2/7/93
Comments: I realize now that many of the students I work with are very proficient in BICS but really fail in CALP.

Not having any previous training (formal) in ESL, I learned <u>so</u> much! It was great. Excellent speaker. I <u>can</u> do this!

Everything was meaningful, interesting and helpful!

The myths mentioned today were mostly beliefs I had. This workshop is an eye-opener.

It is very helpful to my career as an ESL teacher.

Reinforced my belief that language learning must be relevant or it is not learned. Very knowledgeable presenter!

Title: Bilingual Education: Implications for LEP Students
Location: Wounded Knee Schools, Manderson, SD
Presenter: Thao
Date: 2/8/94
Comments: I wasn't really interested until it involved interacting with students. That is what I deal with.

I learned that English is not the only language.

I learned the basic purpose of Title Seven.

As always, the need to know goes and goes and with this I am enlightened once again.

The history of bilingual education is very interesting.

Understood where the U.S. stands on the issue of bi-lingual education.

Title: Serving LEP Students in the Mainstream Classroom
Location: Storm Lake, IA
Presenter: Diaz
Date: 2/8/94
Comments: Use of many strategies to teach - multiple learning channels helpful.

Found the tips useful. made me really think about how we come across to these students & their families.

The LEP student has many things to offer my class thru his/her culture. It is important that I am sure the student understands & has a picture in his/her mind as to what I'm talking about.

I think that the time table needs to be emphasized - LEP students frustrate teachers because they progress so differently.!! How do they graduate? Do we keep them in school?

Compliment them on knowing two languages. Nice presentation. have LEP students who what they know!

You were helpful in helping me see the value of sharing by LEP's and importance of asking questions in a number of ways.

Respect the lang. and culture of ESL students. Hearing more English does not necessarily assist them in the process of lang. acquisition.

Title: Implications of the New Math Standards for LEP
Location: Des Moines, IA
Presenter: Chaparro
Date: 2/9/94

Comments: Very good presentation. presenter's experiences provided background for the needs of LEP math students.

I plan to take this material to the reg. classroom math teaches - middle school. Good ideas for them to understand problems LEP students encounter in math class. Helpful ideas for co-operative groups.

Title: Involving Parents of LEP Students in School
Location: Des Moines, IA
Presenter: Diaz
Date: 2/9/94
Comments: Learned to try to involve parents not to judge parent for not coming to conference thinking "they don't care about their kids".

Lots of great ideas for parent involvement. We have tried and felt like we didn't know where to go next. Now, we have new ideas to try. Also, responsibilities of the district were well explained and helpful!

I believe there are issues that need to be addressed in my local school system, but know that hearing from the parents will mean more to the school board than hearing from me. I'd like to be a catalyst for organizing the parents and/or empowering them to share their expectations with the school board. This session helped give me better ideas for communicating effectively with these parents. Thanks!

Title: Working with Non-literate LEP Students
Location: Des Moines, IA
Presenter: Diaz
Date: 2/9/94
Comments: As a volunteer (I work with adults), some new insights on how to encourage students.

Many great ideas on parent involvement and where they're coming from. I also appreciated your comments on gaining support/educating fellow teachers and administration!

Many practical ideas to help my students to learn to communicate to one another - like what they cook at home, how they came to Iowa.

I had many questions answered concerning where to start with "non-literate" students. I also had many personal theories & opinions validated.

Title: Using Team Teaching in Your Classroom
Location: Wanblee, SD
Presenter: Sargeant
Date: 2/9/94
Comments: I like the ideas I learned. I would like to implement what I've learned. It does take two sides to agree to team teach & this is difficult @ times.

I enjoyed seeing some other styles of team teaching that I may find beneficial in some future situations.

Team teaching is beneficial to both students and teachers.

Team teaching can be useful since every teacher has some unique way to offer his/her strengths to help students gain interest to insure continuity in learning.

Title: Using Team Teaching in Your Classroom
Location: Rapid City, SD
Presenter: Sargeant
Date: 2/10/94
Comments: Team teaching is a concept many of my colleagues are very resistant to. I was pleased to see a well organized approach which allowed for a positive interaction.

I am a parent and a school board member. This was a very interesting workshop.

I am really motivated to try the idea of team teaching. In the past, teachers' uncooperative attitude changed my mind.

Title: Supervising Teachers of LEP Students
Location: Rapid City, SD
Presenter: Thao
Date: 2/10/94
Comments: More teachers need to hear this presentation.

As a parent I learned what LEP is all about.

Title: Working with the LEP Student in the Elementary Classroom
Location: Wisconsin Rapids, WI
Presenter: Anstrom-Sargeant
Date: 2/15/94
Comments: Presenter was very well organized - material was pertinent - seems to apply to Hmong in lower grades who come with few English skills. In upper grades, our Hmong all seem to have a good grasp of English, even though native language is spoken at home. Techniques used to teach are basically the ones you'd use with a toddler learning English as his first lang.

It was good to know that at least I'm on the right track with my students. I understand more of what level they are at also. Thanks for coming.

This workshop reminded me to do more concrete examples and modeling for all students. I learned how difficult it must be to acquire a second language.

The LEP students I have in my classroom are usually skilled in many areas. I re-learned the importance of modeling and pin-pointing certain areas of need for LEP students. Much of what we discussed I can use to help non-LEP students.

Some myths as far as learning styles of LEP students were clarified.

Title: Cultural Sensitivity
Location: Wisconsin Rapids, WI
Presenter: Thao
Date: 2/15/94
Comments: I found the workshop very helpful in educating myself regarding the Mong culture and traditions.

Gained insight into workings of clan & how it affects our school age children.

I better understand some of the culture barriers that the Hmong are experiencing. I feel more at ease to point out to the Hmong students to have high standards for themselves. I will try harder to get these students to communicate their feelings.

The speaker was very knowledgeable and accommodating in his presentation. The difficulties that the Hmong people are facing are enormous. Workshops such as this one are very useful to classroom teachers.

I gained a better understanding of the history of the Mong movement to the U.S.

I learned the significance of the clan. I definitely have more knowledge of the complexity of the cultural conflicts that presently exist and the difficulty that Hmong students and their parents have. I feel I have gained information that will help me to address these issues and conflicts.

I can better understand the frustration and confusion parents and children feel in dealing with language, new ideas and American culture.

Title: Building Comprehension of LEP Students in the Mainstream Classroom
Location: St. Paul, MN
Presenter: Diaz
Date: 2/15/94
Comments: I was delighted to have an entire day devoted to meeting the needs and wants of LEP students. Furthermore, it was very important to come together with mainstream teachers and support staff together. My beliefs about what LEP students need were strengthened and my confidence in my ideas was boosted. I hope this is only the beginning!

I have a lot of new goals set for the rest of the year - thanks!

I also am guilty of repeating more slowly when someone doesn't understand--causing distorted sounds that the poor child probably has an even harder time understanding.

Useful ways to evaluate LEP students and to involve them in meaningful activities were stressed.

Reinforced that knowing a native language is positive.

Title: Technology Applications
Location: Halliday, ND
Presenter: Malcolm "Rick" Peek (outside consultant)
Date: 2/19/94
Comments: If its only a one time shot - I may have more questions in a couple months - will there be follow up workshops?

Title: Mainstreaming of LEP Students
Location: Menomonie, WI
Presenter: Diaz
Date: 2/21/94
Comments: I learned how to better help my Mong students as far as verb tenses & oral language skills. I learned activities I could use with them & its OK for us to make mistakes - as

long as we continue to try & to work with these students.

I appreciated Mary's enthusiasm for multicultural fairness and sensitivity. Her suggestions for improving reading skills were right on the money.

The important thing is to let LEP students be successful. (Keep instruction simple and to the point) Also, it is okay to check comprehension with yes or no answers.

1) Increased awareness of Hmong children's perceptions in school. 2) formation of Hmong gangs - reasons. 3) Reinforce idea of using other Hmong students as buddies in language activities.

It reinforced that our best efforts have not been enough. We need the Transition Center if we expect these kids to have success in school.

Title: Techniques for Teaching LEP Students
Location: Manderson, SD
Presenter: Sargeant
Date: 2/22/94
Comments: I appreciated the hands-on demonstrations. Thank you for suggesting solutions & showing applications.

I have had problems with one group of students, in particular, that will sit and just look at me, waiting for someone else to answer the questions. There are times when the talkers get tired of doing all of the answering and refuse to answer. I now understand from where some of these problems are originating, it helps me as a professional to realize I'm not the only one to experience these problems and how to deal with them.

The topics puts me in balance with LEP students. It gives a person a better insight on educating our young.

Title: What Is the Whole Language Approach
Location: Twin Buttes, ND
Presenter: Chaparro
Date: 2/22/94
Comments: All teachers get depressed - Try something new

I didn't know whole language was also in the high schools. I only knew of it in elementary schools, its interesting. I'd like to know more about the math part. Thank you.

Title: Integrating Computer Technology in the Classroom
Location: New Town, ND
Presenter: Chaparro
Date: 2/23/94
Comments: The use of CD Rom and Laser disc in the classroom. The vast amount of information was given to us in a short time. All of this is so great for us to know about.

I am amazed at what can be done with the Lazer Video & CD Rom. Excited about how they can be used to teach in the classroom. I was just updated on technology in the classroom.

Helpful & interesting to know that it's so easy to use.

Title: Adapting Instruction and Materials for LEP Students
Location: Marshall, WI
Presenter: Jones
Date: 2/24/94
Comments: It was refreshing to get strategies that I can implement in my classroom tomorrow, not only to benefit my LEP children but also the other children in my class. My knowledge/belief in the effectiveness of the LEA was strengthened. This workshop introduced the use of Sheltered english Instruction to me.

I'm happy to know that LEP children can be reached 7 can learn in the regular classroom if the lessons are modified. It is a relief to learn the modifications necessary are not difficult or time consuming. The adaptations will benefit all children!

Strategies for modifying current curriculum to better assure the K students in my classroom will feel comfortable, and progress. Good to hear that LEP students should be kept in the mainstream classroom rather than being pulled out and isolated.

I enjoyed hearing the personal stories - they made the session more relevant to us. Thanks for the professional presentation - I appreciated that!

Title: Teaching Reading to LEP Students
Location: Council Bluffs, IA
Presenter: Diaz
Date: 3/4/94
Comments: The handout was informative about approach that could be useful working with students and their parents. I was always under the opinion that the 1st language should not be used.

I learned some new ways to teach my LEP students. I will encourage parents to become more involved in their childs life.

I need to read aloud more to my students. Thanks.

Excellent information, especially for people beginning to work w/ESL students.

Reinforced that we must value differences.

Title: Teaching LEP Students in the Mainstream Class
Location: Appleton, WI
Presenter: Jones
Date: 3/9/94
Comments: I learned I wouldn't like to be alone in a foreign country to learn a language. Learned to be more sensitive to how LEP students feel.

The workshop made me think about my relationships w/the ESL children. I hope I'm helping them! Thanks!

Title: Technology in the Classroom
Location: Solen, ND
Presenter: Chaparro

Date: 3/9/94
Comments: There are great things out there, but we don't have access or money for these things.

I like the idea of integrating video disks with classroom lessens - but without the technology in our building, it is worthless.

I learned there is a lot of new technology that I didn't know was out there. It would be nice to use in a classroom. I think students would learn a great deal & be involved.

Now if we only had the technology available!

Helpful to learn what others are doing in the U.S. vs. techno learning. Networks are available for our use.

I really appreciate the directory to the networks and the examples of what teachers around the country have had success with.

It impressed me as something the students really could have fun with and learn at the same time.

Title: Integrating Portfolios in the Classroom
Location: White Shield, ND
Presenter: Chaparro
Date: 3/10/94
Comments: It was fun to use my Spanish again!

It was interesting to hear what other teachers views were.

Portfolio assessment requires change & we resist change. I do keep files of all student work but would need to be more selective.

It broadened our view of assessment. It made me focus a lot on the child's personal evaluation. I'm anxious to try it out next year and really involve the students in their learning process.

Not being a teacher as such, I believe this will be a helpful tool for teachers to use in evaluating a student and a very helpful tool for encouraging students input & learning so they can see their own growth and development.

Keeping a better record system for student growth is important.

I'd heard so many conflicting ideas about what should go into a portfolio. It was good to have a clear idea of one method for doing it.

This system is a definite boon for us. We are now working on other ways where we can utilize these ideas. My personal thanks to all who made this program possible.

Title: CALLA
Location: Wayne, MI
Presenter: Reischl (outside consultant)
Date: 3/11/94
Comments: All points discussed and presented are essential to our work as bilingual tutors.

Confident that I'm on my way to working better with my students and other professionals.

Title: Providing Ethnic-Sensitive Human Services
Location: Green Bay, WI
Presenter: Thao
Date: 3/11/94
Comments: What is happening to the Hmong in their interface w/American culture; their attitude (too trusting in my opinion) toward teachers and our school system. How to properly interact w/Hmong families. Cultural values and practices.

Prior to this workshop, my ignorance was near complete. The workshop offered an excellent orientation to the Mong culture/family system.

The info on how to access services through clan leaders was very helpful. The info on the history of the Hmong & cultural aspects were very good. I wish we had had a whole day with Paoze Thao. I think he could have taught us alot more.

I would like you to present in my own community to the Hmong parents.

The info regarding working w/an interpreter will be very helpful in my work with Hmong families in the future.

Best presentation on Hmong culture I've ever heard.

Title: Implications of Learning Style Differences in the Classroom
Location: Pierre, SD
Presenter: Diaz
Date: 3/14/94
Comments: It was a very informative session. To keep the Indian culture alive. To bring in Elders that the student can relate to & that they respect.

I now know I am what I am.

Students learn in different ways. We need to take into consideration the children's background and value system. If a child is lacking in structure at home, he may like structure at school.

I liked some of the topics that were discussed because non-Indian teachers need to understand why Indian students can be and are different from other traditional American students. They need to know that most Native American kids have not been exposed to a lot of the thing that we take for granted. With this understanding, the teacher can plan lessons that take this into consideration and are sensitive to their individual needs.

Title: Teaching Math to the LEP Students in the Mainstream Classroom
Location: Walled Lake, MI
Presenter: Chaparro
Date: 3/16/94
Comments: Good to know national direction of math in U.S.

I really enjoyed doing the actual activities. Just like the kids. I learn better when I do.

Title: Meeting the Needs of the Middle School LEP Student in the Mainstream Class
Location: Marshalltown, IA
Presenter: Anstrom-Sargeant
Date: 3/15/94
Comments: You challenged me to remember the experience stories used by non-reading students.

The cooperative teaching style of the classroom teacher is important - also, peer tutoring is essential and useful in working with LEP students.

Thank you for coming to our school, Kris. You give wonderfully practical ideas that we all can use immediately. your teaching experience comes through well. You know what we are going through.

Helped in understanding the complexities of dealing with these children. Good ideas presented.

I learned that I need to be more patient with LEP students. I had no idea that acquiring a second language took so many years.

I learned the value of using visual aids in communicating with an ESL student. I also learned the value of using different levels and types of questions appropriate to the students language level. I plan to try to take a class in Spanish next year to better empower me to be able to work with ESL students.

Title: One-on-One and Small Group Strategies for Bilingual Teaching Assistants
Location: Marshalltown, IA
Presenter: Anstrom-Sargeant
Date: 3/15/94
Comments: Was reminded that we often make it harder than it needs to be - there are lots of easy ways to make learning easier for the students.

I learned ways to make reading simpler and fun. I also learned different ways to ask questions.

I think this is very helpful, I am just getting ready to go to college so I don't have very much experience.

Title: Tutoring the LEP Student
Location: Marshalltown, IA
Presenter: Anstrom-Sargeant
Date: 3/15/94
Comments: I learned some Spanish. I like some of the ESL kids better and its fun to help. There are some ideas and I will use them. How to help Maria better.

I would like to learn more about getting her to talk because she is really shy. I thought this workshop was helpful because before I thought that I was somewhat helpless.

I learned how to help them learn better. I think we should have had this workshop earlier in the year. I learned a better way to help them understand words in the reading books.

Title: Meeting the Needs of the Middle School LEP Student in the Mainstream Class

Location: Marshalltown, IA
Presenter: Anstrom-Sargeant
Date: 3/16/94
Comments: Confirmed our understanding(s) of the learning parameters, as to time, that one can expect LEP students to follow.

I think that I have more confidence working with LEP students now, after this workshop.

The workshop motivated me to even better reach out and teach all students. Also, can provide more structure in the classroom.

Title: Meeting the Needs of the Middle School LEP Student in the Mainstream Class
Location: Marshalltown, IA
Presenter: Anstrom-Sargeant
Date: 3/16/94
Comments: I think it was great. Many things can be used by us all to get more participation activities for our students. I feel confident about what I'm doing.,

I am more motivated to continue working on additional materials for ESL.

Title: Practical Techniques and Strategies for Improving Reading and Writing Skills of At Risk and LEP Students
Location: Dearborn, MI
Presenter: Diaz
Date: 3/16/94
Comments: Came closer to feeling what its like to be LEP in an English speaking classroom.

I would like to have the parents come in and read to my kids in their native lang. and I enjoyed hearing Mary talk!!

I liked all her ideas, especially the one inviting parents to come & read in a foreign language & then their child tells what was said.

Gives teachers something to think about.

It was helpful especially I'm a teacher's aide and a parent at the same time. It helps me while I'm working with my kids and my students.

Title: Language and Cultural Capsules of the Hmong
Location: Minneapolis, MN
Presenter: Thao
Date: 3/17/94
Comments: Review of problems - answers are hard to come by. Fact that women learn language faster was a new concept to me. Not family names, but clan names.

It was helpful to hear again about the difficulties of change taking place in the Hmong community. I felt a sense of urgency to be more understanding and supportive when confronting the families of our students and the problems they are having.

The presentation was to the point, effective, fluent. We would like this format for all language/cultural groups if possible. The MRC connection is valuable to our district.

I hope to have an opportunity to present this information to our staff.

Important highlights of problems with acclimation in U.S. culture/schools.

I appreciated the encouragement to lobby for increased budget/decreased ratios. Great info. on Hmong and Somalia culture.

I would like to see school administrators/principals be more informed on the LEP budget, program changes, etc. We can report back but perhaps a district wide meeting with the LEP collaborator and also school principals is needed to clarify many issues.

We are feeling that we are lumped with Chapter I and that both Chapter I and ESL have different needs that need to be addressed. Administrators and teachers need to know the difference.

The MRC presentations were very helpful to our work w/students.

Title: Pollution Solutions: An Integrated Thematic Unit
Location: Pierre, SD
Presenter: Jones
Date: 3/24/94
Comments: Very interesting - makes one more aware of the damage we all do to our earth without even thinking about it.

That the earth on which we live is fragile and that it is necessary that we teach our students about nature and how to deal with it. We learned different methods o teaching in the classroom that involve demonstrations and hands on involvement of all students.

As far as our students go, being that they are Native American, it is taught to them to respect the earth.

We learned some ways to get students involved in some activities on pollution.

Title: Teaching Elementary LEP Students in the Mainstream Classrooms
Location: Tama, IA
Presenter: Thao
Date: 3/26/95
Comments: I learned that it's okay for LEP students to be silent and not respond for up to a year.

This workshop brought to my attention many of my classroom techniques which need to be modified for ESL students. It also made me aware of the feelings, viewpoints, and problems these students are going through here in the States.

This was a good start. It was neat to learn how to make my classroom better for my LEP students. I hope more might be done in the future.

Title: The Professional Paraprofessional: Helping our Students - Helping Ourselves
Location: St. Paul, MN
Presenter: Jones
Date: 3/26/94
Comments: I've learned how to stand up for myself and modify the job that I was hired to perform. I have learned that all of the paras - are performing the same tasks.

The most important and helpful that I learned is how to help my child at home.

Need to have more of these.

This session was very helpful but I still think there should be more to it, like have more complicated problems. Need to know how to deal with students who drive you impatient when you teach them the same thing over and over again and yet they still don't understand the problem.

Title: Native American Youth In Today's World
Location: Bismarck, ND
Presenter: James Somday (outside consultant)
Date: 4/6/94
Comments: Understanding more about my children and their needs & attention. It would be good if the students could hear him too, it helps with the teenage students.

Two cultures are good and can be appreciated by one person. You can be in both cultures.

I will try to learn of aspirations and expectations of parents.

Teach our children their traditions at home.

An understanding of how parents can support "school learning" & that they must accept their responsibility as parents. It helps me in how I will respond to the Indian & other parents in my community.

Whatever you want your children to learn - you must teach yourself.

Title: Fostering Acculturation, Assimilation, and Enculturation
Location: Bismarck, ND
Presenter: James Somday (outside consultant)
Date: 4/7/94
Comments: We wish all teachers in the Bismarck Schools system could listen to Jim Somday.

To look at students as individuals, with needs for acceptance no matter what their culture or background. Provides good ideas in working with kids of all races, or regardless of race.

A deeper feeling for individual needs - a reminder.

Gave a new perspective to teaching.

Title: Incorporating Multicultural Literature Into the Elementary Classroom
Location: Minot, ND
Presenter: Anstrom-Sargeant
Date: 4/15/94
Comments: I'll use this information (as a Librarian) as a resource for more books for my schools. Ideas to share with my staffs. Books to buy & share with staff & students.

Appreciate the list of potential additions to our library collection to support multicultural integration.

I thought the idea of comparing/contrasting cultural stories would give students a better idea of the actual cultures compared to their own. Readers theatre, playwriting and acting - great.

Oral story-telling is a fun activity which can be used across the curriculum.

I would like to use Native American tales in North Dakota Studies class to highlight cultural similarities with white culture.

Title: Issues of Language Minority Students With Special Educational Needs
Location: Minot, ND
Presenter: Elizabeth Watkins (outside consultant)
Date: 4/15/94
Comments: Our school needs to find direction in dealing with special educ issues. I think this spec ed. issue needs to be addressed there!

Reinforced the need for caution when determining the educational placement for minority students.

I have a better understanding of LEP students and special education.

Interesting overview of aspects of pre-referral strategies for LEP students.

It was good to hear ideas from others and know that other people in other places face many of the same problems.

Title: Mong Resettlement in the Chicago Area (1978-1987): Educational Implications
Location: WITESOL Conference, Madison, WI
Presenter: Thao
Date: 4/16/94
Comments: We don't have any LEP students at WESLI. The session was quite helpful. I am developing a course on Asian-Americans, and since the Hmong are an important immigrant group, I would like to include info about them in the class. Paoze Thao's presentation was an excellent starting pint for me. I found it a fascinating, introduction to the problems of the Hmong in the U.S.

Title: Teaching Science to ESL Students
Location: WITESOL Conference, Madison, WI
Presenter: McCauley
Date: 4/16/94
Comments: I'm tempted to try some "science" ideas to promote conversation among students who are not educated in science. I hope the experiences will help some of them realize that the ability to observe and be a "scientist" has little or nothing to do with prior education, but rather an eagerness to question why. You did a great job!

Science activities always lend themselves to high student interest. I love teaching science to ESL students! Thanks for reaffirming.

Title: Integrating Culture into the Curriculum
Location: Wisconsin Rapids, WI
Presenter: Jones
Date: 4/19/94

Comments: I think our school should do more to visually accept the Mong culture.

I re-learned the importance of a multiculture atmosphere. At my school whenever I have mentioned this topic, the usual response is a slap to the forehead with a groan of "Not this again! Didn't we do this twelve year ago?"

I got some concrete ideas on how to plug more multicultural curriculum into my classes. I realize how far my district has to go after filling out the questionnaire!

Provided a reason to be more sensitive to the needs for cultural integration and recognition.

Heightened cultural awareness. Appreciation for difficulties fared by certain cultural groups.

Title: Acquiring A Second Language: How Do Kids Do It?
Location: Wisconsin Rapids, WI
Presenter: Jones
Date: 4/19/94
Comments: The workshop strengthened my desire to return to the ESL environments to work with the LEP students.

It seemed to be very common sense that LEP students would learn a language the same way anyone or any child would learn it.

It made me realize that I need to slow down a little for these children & use more "visuals". We take so much for granted. your examples were good. It made us realize just how frustrating this must be for these children.

I knew nothing about ESL or LEP students. This workshop was a nice introduction in how to relate to and work with LEP students.

Title: Involving LEP Parents In School
Location: Michigan Bilingual Education Conference, Ypsilanti, MI
Presenter: Diaz
Date: 4/22/94
Comments: Making our schools "user friendly" is a very good idea. Also, having the children "see" their parents read.

Helping other students understand the LEP students achievements.

This session has helped to reinforce my beliefs in bilingual education and the importance of parent involvement with the help and cooperation of the teachers and school district. Clarification of the rights of all LEP students and parents.

Title: Collaborative Planning
Location: Mission, SD
Presenter: Anstrom-Sargeant
Date: 4/21/94
Comments: I learned how my partner feels about how the year went. We both thought there were some good aspects of Title VII. We like working together because it makes it easier to bounce ideas off of one another and it lessens the student to teacher ratio.

Once I saw a few ideas, my brain came out of its coma.

Title: Reading With Language Minority Students
Location: Mitchell, SD
Presenter: Chaparro
Date: 4/23/94
Comments: I teach K-8 in a Hutterite Colony and had been concerned over a 4th grade student's refusal to read books without illustrations - now I understand!!

It was very useful to be reminded how difficult reading can be when there is no meaning - even for native speakers.

It helped me "walk a mile" in their "reading shoes."

(A Student) Because I have not had any education courses nor taught school, many of these concepts were new tome. I have a better understanding of the concepts and insights into the difficulty people of other languages have in reading and comprehending English. this will be very helpful information as I pursue becoming involved in adult literacy.

Title: Second Language Acquisition: Implications for Paraprofessionals
Location: Green Bay, WI
Presenter: Thao
Date: 4/22/94
Comments: How the ESL trend is changing toward Holistic approach in teaching.

The program is new to me. Only time will tell if the program is effective. But, I believe that it really filled a portion of Hmong needy empty hole.

Title: Learning A Second Language: Implications for Academic Achievement
Location: Minnesota Bilingual Education Conference, Minneapolis, MN
Presenter: Diaz
Date: 4/28/94
Comments: I need ideas for parent involvement so picked up some, I especially like the tape (for homework) idea except we'd have to send tapes home because most of our families don't have telephones.

I can use some of the handouts to pint out things to mainstream taches. Thank you.

I am re-invigorated. I feel I'm on the right track but I need to do more, set my goals higher and try out more new things.

Mary was great. She gave us a lot of info (great hand-out)...elicited a lot from us....We will push for voice mail in L1 for increased parental involvement! Our newsletter is translated but some parents are pre-literate in L1 and L2.

Great to have handouts to give ideas. Can get it back to our mainstream teachers!

More empathy for ESL parents - words to use when advocating for them. Ideas galore & like handout to refer to. Especially good ideas to help for parents help their kids & get involved in their education.

I'm going to try to suggest our district implement a school news phone in the languages

of our students after hearing about that idea.

I need to get in touch with parents more and educate mainstream taches when appropriate.

Good reminder that children and parents need to retain first language.

Title: Technology in the Classroom
Location: Minnesota Bilingual Education Conference, Minneapolis, MN
Presenter: Chaparro
Date: 4/28/94
Comments: The technology that you presented is wonderful and so exciting! I can't wait to share this technology with my staff and students. I wasn't aware of the video disk technology!! It's easy to see how up-to-date you are! Thank you!

Title: Cooperative Learning in Linguistically Diverse Classrooms
Location: Minnesota Bilingual Education Conference, Minneapolis, MN
Presenter: Anstrom
Date: 4/28/94
Comments: Practical applications. This was great! I learned more out of this workshop than I did out of the several weeks I studied this at the University of Minnesota's post-bac program. Thank you!

Finally, a practical way to use cooperative learning with my ESL class. I finally learned something beyond the roles - that was because of the activities we experienced. Before, the ideas were too complicated for me to apply. I'm definitely motivated to try this and will be confident after I get a definite lesson plan down.

I'm going to encourage the use of this in my school.

Title: Bilingual Education: Who, What and Why?
Location: Minnesota Bilingual Education Conference, Minneapolis, MN
Presenter: Diaz
Date: 4/29/94
Comments: I don't know enough to know what I don't know.

Excellent reminders of focus and priority in working with ESL students & ideas to teach more effectively.

What to expect in upcoming years - what is the academic outlook for an ESL student compared to non-ESL students.

Reinforced my knowledge of bilingual/bicult. education, and it gave me the strength to work for the academic success of my students.

I am going to pay more attention for opportunities to promote 1st lang. literacy.

I enjoyed learning about the politics of B.E. and how to get people to accept it.

I received some good materials that I can use to help educate faculty & parents on the need for bilingual education.

After this class I am proud to be a bilingual teacher.

That knowing two languages is an asset, not a handicap.

Found session helpful in broadening horizons even though I don't deal with bilingual issues.

Title: Multicultural Education for Students of Limited English Proficiency
Location: Madison, WI
Presenter: MRC Staff
Date: 5/6 - 5/7/94
Comments: I am relieved to know that MRC exists. I am new to the state, so this info was great.

Title: Cultural awareness for mainstream teachers
Location: Berrien Springs, MI
Presenter: Thao
Date: 5/11/94
Comments: I learned awareness to the various cultures outside my own and how I can relate to them through knowledge of specific rituals and taboos. I feel that I know a little bit more about the worlds my students come from and how to make them feel like they are worthy contributors to my classroom and to me as a fellow human being.

(From a school administrator) Multicultural education is the way to go. We must continue to sensitize mainstream teachers & all other school staff to help them better deal with and relate to different cultures. We are no longer going to allow mainstream teachers to be unprepared to deal with the many cultures that they are dealing with in their classrooms.

I was reminded to really feel and learn where culturally diverse are coming from and the experiences they have been through. I learned some of the Hmong culture which I had never heard of. This is important since my district has may Hmong students.

A renewed appreciation and respect for the many cultures represented in our country. A desire to continue educating the public as well as the teachers in our public schools of the importance of multicultural, multiethnic acceptance and education in our school systems. Cultural awareness training should be apart of every school curriculum.

Teachers should be aware of using cultural aspects in their teaching. They should be inclusive of all students, making sure not to alienate any students. Students should not be made to feel uncomfortable because they are different. Knowing that they are different is fine, but the differences should not impede their education.

I am really motivated to take back some handouts to teachers in my building. I feel more validated as a result of today - particularly after the film on Hispanic teens talking. They need validation & affirmation, personal interest of a teacher, etc. To me this = the bilingual teacher. I will definitely discuss prejudice more.

We (as teachers) have a lot of power - let's use it positively!

Most of this I already knew because I graduated with a Multicultural degree. However, I feel <u>every</u> school needs to have a workshop like this to make the teachers aware of what multicultural means. I feel you did a wonderful job in presenting. I especially liked the

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animal scenario to show what it really feels like to "be different"!

Title: Bilingual Education: Implications for Academic Success
Location: St. Paul, MN
Presenter: Diaz
Date: 5/11/94
Comments: Beliefs reinforced! Learned about OBEMLA, NABE, Education 2000, OCR.

I found the workshop helpful to me by learning more about bilingual education and the different terms we use for the different programs. How to help our children achieve academic success was also helpful.

The information and descriptions of the variety of programs that are available. the reading of the "A look to the year 2000" was eye opening and refreshing to know.

Title: Whole Language: From basals to books and philosophy to phonics
Location: Rosebud, SD
Presenter: Jones
Date: 5/12/94
Comments: This has been the most in-depth wksp I've attended pertaining to Whole Language. It'll be awhile for me to digest all this info.

It encouraged me to utilize more whole language in the classroom--being more open and risk-taking.

Title: Parent involvement: Hmong Parent Meeting
Location: Kansas City, KS (MRC Staff Exchange)
Presenter: Thao
Date: 5/23/94
Comments: How to teach my children to get out of gangs, etc.

The personal approach to help us relate to our problem and solution.

Parent & student mutual understanding.

I liked the presentation in Hmong language.

I learn how to make my children to know how important education is.

To respect our children and not set too many limits.

Very helpful for us to lead our children to learn and go to school.

Dr. was very great and effective in his presentation.

Title: Cultural sensitivity training: Asian American culture and perspective with special reference to Hmong community in Kansas City, KS
Location: Kansas City, KS
Presenter: Thao
Date: 5/24/94
Comments: I learned why the children do not like to be touched on their heads; I never realized how much that bothered them.

We much understand the culture of others before we can educate them.

Religious beliefs are helpful to know.

Everything is great.

I did not know about the family turmoil.

How can we start parent groups for Hmong adults to learn English?

Title: Involving LEP parents and community in school life
Location: Minneapolis, MN
Presenter: Diaz
Date: 5/26/94
Comments: I'm surprised at some lack of understanding even at this level - all LEP staff! It is so important that we continue to hold these forums to increase understanding and thus, support for our students & families. Please continue this important work & expand it to Univ. & staff inservice at every chance!! It is imperative!!! I'm so surprised to see lack of understanding of cultural diff. at this level! Too bad! Too presenter is thoroughly professional! Please continue your fine work!

I will always put as my 1st priority, teaching my students in the best & most creative & meaningful ways possible. To be realistic, I can't make up for the district's lack of respect for all the tasks at hand for our LEP students or any other students for that matter. On the other hand, these resources presented to us are wonderful and necessary. What every happened to administrators who actually administer?

An awareness of the need for more parent education classes. I am feeling a strong need for resources available to help our parents in their family problems. I am definitely going to schedule regular parent meetings at our school next year.

–Involving parents of LEP students in school. –Identifying street gangs. –Dealing w/LEP parents.

Important topic - still a lot of talk in this area, but lots of frustration for parents & schools. In this area we need 1st culture trainers to come into the schools & train support staff, administrators, counselors – LEP dept. can't do it all.

Title: Designing a CALLA science curriculum
Location: Bismarck, ND
Presenter: Anstrom
Date: 6/2/94
Comments: Very useful workshop for us considering how much we have to work on science curriculum. I really appreciate your patience with us. Thanks!

Title: Implementing Cooperative Learning Strategies in the Classroom
Location: Eagle Butte, SD
Presenter: Diaz
Date: 6/8-6/10/94
Comments: I very much enjoyed the bilingual, bicultural material. To me it is very important to our [Native American] people and our culture. We need so very much to learn about our own identity and be proud of it. I have seen it work in other schools & know that our

children succeed well in other academic areas because of Bilingual/Bicultural Ed. also appreciate the Cooperative Learning concepts. For many, many years before the white man came, our people practiced cooperative learning. Pilemiya! (Thank you)

I really enjoyed the workshop. I feel that what was said that could help tremendously. Before you change the students learning environment, you first have to change your attitude about the different styles of learning.

I was very useful introducing the staff at the workshop to what bilingual education is and how the whole school personnel can access bilingual education resources.

It was very helpful to learn how to bring an introverted student out of his or her shell to become a better learner and learner in society.

Title: Careers in Bilingual Education
Location: UW-Madison campus, Access To College Program (for eighth graders)
Presenter: Thao
Date: 6/15/94
Comments: I learned how to speak Mung, not speak it but learned 3 words. He gave us lots of good information about teachers and lots of other stuff. It was interesting.

I learned that speaking "Laos" is pretty hard language and that bilingual teachers are doing a good job by helping immigrants.

What I got out of this workshop was that bilingual teachers are needed. Specially in big city, where alot of foreigners live.

What I got out of this workshop was that knowing what it is like to come from a different country and don't know nothing and what it would be like if I came from a different country.

I learned that English is not the official language of the United States.

You should learn more languages than one 'cause it will be easier to get a job.

Title: Title VII Program Development
Location: St. Paul, MN
Presenter: Jones
Date: 6/22/94
Comments: Scott did an excellent, thorough presentation in a very non-threatening manner. I'm leaving in an optimistic mood!

I learned what Title VII is...I was made aware of resources I had not been aware of before. expanded my ideas concerning LEP. I'm glad to be on a mailing list with the SEA.

I've been looking for a meeting like this for a year. I'm glad my district finally is sending me information about state things that are going on. Thank you for doing such a great job.

Highlighted need area of LEP students in metro -- looking to collaborate with multiple districts.

Title: Intensive Course in Thematic Instruction and Cooperative Learning
Location: Dearborn, MI
Presenter: Neysa Chaparro and Kristina Anstrom
Date: 6/20-6/24/94
Comments: I learned many new strategies that will be very helpful in working with students. I'm appreciative of any opportunity to learn new things.

These workshops always give us renewed insights about improved ways of teaching. There is always new strengths gained in the workshops because of new people that show up with fresh ideas.

Whenever someone didn't understand, you went out of your way to explain and get more resources. Thank you.

In a nut shell, I was skeptical in the beginning but I feel very confident with this type of planning now.

What I learned and benefited me most is the integration of the same theme into all components of the curriculum rather than separating each component. Connecting the curriculum helps the LEP students through simplification of ideas.

Title: Foundations of Bilingual Education
Location: Sioux Falls, SD
Presenter: Mary Diaz and Paoze Thao
Date: 6/27-6/28/94
Comments: Before taking this course I felt that as a mainstream teacher I would not know where to start if an LEP or ESL student came into my classroom. Now I feel that I at least have enough of a foundation and a great list of resources so that I at least know where to start!

This was a very informative workshop. I hope you can come again and meet with us and administration in the district. The hands-on activities were especially helpful. I would like more info/help on working with illiterate students.

What did I learn? Where do I begin? I finally feel like I'm listening to someone who knows "what the game plan is." Talk about learning at different levels, I have experienced them. I understand better the "big picture" of LEP and also some real practical hands on, usable ideas. Thank you so much. I hope Pat S. (SD SEA) will help us use your Center again.

Title: Hmong Culture: Implications for Educators
Location: Oshkosh, WI
Presenter: Thao
Date: 7/18/94
Comments: Learned where Hmong are from and why they came to U.S. Also, learned problems of Hmong, especially w/the US culture & language. Discovered ways, as a future educator, to help Hmong overcome these problems. Gained many new insights. Most problems seem to result from us ignorance or lack of information (in the schools).

Learned more about language differences - interesting that Hmong communicate mainly by phone - maybe educators should try more phone conversations rather than written notes.

Better understanding of Hmong culture, family structure, clan structure, language.

I researched the hmong for my master's and I re-discovered facts/ideas by coming to this workshop. The handout is excellent.

I found the information on the Hmong language to be especially enlightening and useful. I have found it difficult to get this type of information previously and know it will be valuable in tutoring children and their parents. The cultural information was also helpful.

I am enthusiastic about all that was presented. This workshop has provided me with valuable information that I couldn't have lived without. Thank you for sharing!

I came to this workshop with limited & biased knowledge of the hmong culture. Everyone has had some experience with hmongs, but not everyone has factual knowledge to impart. I appreciate the effort of educators to re-educate present 7 future educators about this growing culture.

I have a better understanding of the Hmong culture; family roles, language barriers, problems with gangs and why, parent relationships with schools & teachers.

This is my 1st exposure to understanding the Hmong culture, therefore, I am floundering to make sense of all this 1st information. I feel that the small bits of info that I am receiving only serve to whet my appetite and make me aware of all that I do not know. Hopefully as I continue to work w/Hmong children I will continue to find resources to answer my many questions.

I found the language barriers discussion most interesting. I can now see the problems they face writing & doing assignments. Now I know to ask these students if they are understanding the info given in class.

As an adult educator of professionals working w/Hmong it is my goal to observe the questions posed by this audience to the presenter. It has been insightful so far.

A renewed confidence that our program in Menasha is strong, but more money is needed and children need more time with special teachers.

Still get shivers when I hear about the recruitment of the Hmong.

Title: Improving the Classroom Environment for Hmong Students
Location: Oshkosh, WI
Presenter: Jones
Date: 7/18/94
Comments: I'll use more of these cooperative learning ideas in the classroom. Needed this "shot in the arm".

It was nice when you would tell us how you have actually used these techniques in your classes.

Speaker's respectful treatment of group members, cultural differences, & knowledge base of group were especially interesting. He's not a snob - good sense of humor.

Title: Teaching and Evaluating Writing Skills of LEP Learners

Location: St. Paul, MN
Presenter: Diaz
Date: 7/29/94
Comments: It was refreshing and encouraging to see and associate with others who seem to share similar beliefs and philosophies about LEP students' learning. I was happy to have my belief that grammar should be taught in a communicative/meaning approach strengthened. I feel better about how I have been teaching writing after attending this workshop.

I appreciated the information on what ESL students lack when they go to college.

I'm changing levels from elementary and secondary Newcomers to Level II and III in the high school. This helped me shape my expectations for student product and process, and raised my awareness of the college environment we are preparing them for.

Title: Identifying and Working With Diverse Learning Styles
Location: Theodore Jamerson School, Bismarck, ND
Presenter: Anstrom
Date: 8/12/94
Comments: Learned how to interest students in learning and keep them self-business in the classroom, trying different ways of teaching your class. Yes, I will try some of your ideas in classrooms and I hope these kids will get soemthing out of it.

I learned so much about learning styles and my own styles - how to change mine - and adapt mine to all the students. I foujd how to identify learning styles for students, and how to teach those different types. The handout/examples will be most helpful for me starting my classroom this fall.

It was helpful to "hear" more about learning styles as it makes me more aware of the idea that students learn in a variety of ways. its helpful to have that fresh in my mind at the beginning of a new school year.

My learning style really determines show I teach and that I must change my style or approach to meet needs of children.

It is always good to think of how students learn best and there is not one way right for everyone. I try to recognize learning styles in studnets but worklshops like this bring a new awareness and new ideas.

My belief was challenged and strength because my being new in the teaching field. I am encouraged to continue my education on elementary field. I didn't realize how children can be taught individual level.

It's a good workshop to start out the year. Lots of the topics were refresher and it's good to be reminded of how different learning styles are! Enjoyed the parts when we used practical examples.

Dealing with others, being sensitive to the way they do things. That everyone is different so don't complain. How to work with children in different ways.

Learned ways to work with student so theyt are comfortable. Work with them so they feel good about themself. Try different ways.

Title: Multicultural Education In-Service
Location: Detroit Public Schools, Detroit, MI
Presenter: Cathy Reischl (outside consultant)
Date: 8/15 - 8/18/94
Comments: I need more info/anything to continue integrating multiculturism in our curriculum

I'd like more info on continuing uses of multicultural materials in the classroom.

I/we need some help with the non-English speaking students - particularly on critical thinking skills & word problems.

It was particularly useful being given a guide to help develop our own project for use in our classroom. I thought all points discussed were helpful in some manner or another. I would like to have more resources available to me - books, videos, etc. for expanding units in the future. And, examples of practical applicatins of multicultural ed.

I'd like more info on building school community - ideas, models, importance of school community.

Great!! - It's great to be able to do things (planning) 1) before the opneing of school; 2) without students; and 3) when you've fresh, energetic.

The workshop reinforced the true meaning of multicultural education.

Definition of multicultural educ. was very helpful. Made (helped) me consider how multicultural our school is. Thoughtful in that we had opportunity to consider changes and/or goals. The wealth of info on some components of a multicultural school was great!

This is probably the 1st workshop I have attended that will immediately help in my teaching and not something placed on my desk and buried under other workshop materials.

The workshop challenged me to think of new ways and in rethinking old ways of working with our multi-cultural students. I foudn it very useful in that I was able to prepare my own project which I will be able to implement, and i was able to obtain many ideas from others to use.

Title: Teaching Strategies: Working With Language Minority Students
Location: Muscatine, IA
Presenter: Chaparro
Date: 8/18/94
Comments: I am not bilingual so everything was helpful!

My beliefs changed when we have to ask chikldren if they feel capable of doing an assignment or needing extra help. Yes, I renewed my confidence.

The activities done today (such as the vocabulary) made me more sensitive to the frustration that the LEP students must feel.

A lot of the emphasis/ideas for being culturally sensitive to all your students renewed my energy for going into a brand new school year. I was glad to hear of personal

experiences from the Instructor. It put ideas more into perspective.

Title: Teaching English As A Second Langauge In a Bilingual Setting
Location: Michigan Summer Institute for Paraprofessionals Who Teach LEP Students, Farmington, MI
Presenter: Diaz
Date: 8/9/94
Comments: I learned to be more understanding of langauge and cultural backgrounds and how to appraoch administrators and teachers concerning second language students (LEP).

I've learned that, finally, there is cultural awareness.

Seminar helped me realize that teaching a second langauge is going to be an enjoyable experience.

I learned new strategies in the bilingual field, and consider other things that I've never thought would be helpful for me in my job. I have alot more confidence and believe in what I'm doing, and that I could make a difference.

I liked this workshop very much. I wish we have some more in future. I need hlep to understand my students and their parents. That is why it is very importan to me to be here. I thank everybody who worked very hard to represent this workshop. God bless everybody, specially Miss Diaz.

I learn about my problem, because I'm Spanish and I need learn English, I need learn how teach because I going to teach. It was a beutifull worklshop. Congratulations. I'm sorry for my English.

I learned mainly that students should learn perfectly their native langauge so that they learn English more easily. Learning about native language is very good to students. I regret not speaking my native language to my kids first so that by now they would have mastered both languages but it is too late now. But I will do that to my grandchildren.

Be happy in what you are and keep both languages.

Title: Asserting Your Rights In the Classroom
Location: Michigan Summer Institute for Paraprofessionals Who Teach LEP Students, Farmington, MI
Presenter: Diaz
Date: 8/9/94
Comments: This workshop was quite beneficial to me in better dealing with studnets who might have discipline problems. Discipline is one of the major problems for the students o ftoday therefore this kind of sessions are of great benefit to those involved with education. The instructor did a great job in presenting the ideas. I intend to use these ideas in the classroom.

Title: Reading Across the Curriculum With Language Minority Students
Location: Michigan Summer Institute for Paraprofessionals Who Teach LEP Students, Farmington, MI
Presenter: Sonia Fernandez (MRC staff exchange)
Date: 8/9/94
Comments: Teaching reading is very importan tot the new commerce.

I learned how to help the child to understand the meaning of written words. Also, I learned how to implement this session at the school. I work at it is a Spanish Immersion program and the English only students are the ones that have the reading difficulties. This will help me in the Fall to extend the childrens vocabulary.

Title: Acquiring a Second Language: How do kids do it?
Location: South Tama Schools, Tama, IA
Presenter: Jones
Date: 8/24/94
Comments: "A phone number to call for more information in teaching English tonon-English speaking students."

I learned that I have to teach differently in order for LEP stduents to learn.

I would like to have Mr. Jones come back and so more hands-on - how to actually tach LEP children.

I have not worked with ESL students so this gave me an idea of what they will need and how to help them.

I feel you have a 'solid handle' of these situations - would feel free to call on you.

Please come back and give us more information.

Title: Issues in Bilingual educatin & Working Collaboratively in the Classroom
Location: Muscatine, IA
Presenter: Anstrom
Date: 8/26/94
Comments: Very practical information & hand-on useful outcomes. Presenter knew her topic well. Looking forward to athe next worklshop. Very motivated to start collaborating. Good workshop!

ATTACHMENT B

LETTERS FROM CLIENTS EXPRESSING SATISFACTION WITH MRC SERVICES

Todd County Title VII Bilingual/Bicultural Project

Rosebud Elementary School
P.O.. Box 100
Rosebud, South Dakota 57570

Dorothy LeBeau
Project Director
(605) 747-2411

MEMORANDUM

DATE: October 13, 1993

TO: Scott Jones, Training and Research Specialist
Multifunctional Resource Center for Bilingual Education

FROM: Dorothy LeBeau, Title VIIa Project Director
Todd County School District

RE: Staff Development: Integration of Culture

I have enclosed the sign-in sheets and the evaluation forms for the recent workshops that Mr. Jim Fenelon presented for the Todd County School District. The Todd County High School and North Elementary School have not returned all of the evaluation forms, I will send those on to your office as soon as I receive them.

Jim did a fantastic presentation relative to integrating culture and integrating language skills. Positive comments that were made after each presentation were based on Jim's knowledge and sensitivity to cultural issues especially those relating to the Lakota culture. Those attending the half-day presentation wanted a full day presentation, and those attending the two-hour presentations wanted a half-day presentation! That seemed to be the one negative comment we received, that we just didn't have enough time.

The actual unit lessons at the school level--integrating the Lakota culture, the seven intelligences and the identified exit outcomes using Jim's Four Directions, Seven Ways of Knowing Model- is exactly what the classroom teachers needed to see how theory and practice fit together. We will continue to use this model to design our culture-based curriculum at the district level. Hopefully, Jim can give us some time in the spring to do some follow-up work in the individual classrooms with individual teachers to work out any "kinks" that they might have encountered while designing transformational units, using this model.

The Sicangu thank you for your part in helping us with this project. Wopila.

"Multicultural ~~ing~~ the Curric.

EAU CLAIRE
AREA SCHOOL DISTRICT
500 MAIN STREET
EAU CLAIRE, WI 54701-3770
(715) 839-6071
FAX # (715) 833-3481

October 15, 1993

Ms. Neysa Chaparro
Multifunctional Resource Center
Wisconsin Center of Educational Research
1025 West Johnson Street
Madison, Wisconsin 53706

Dear Ms. Chaparro:

Thank you for being part of the Eau Claire Area School District's Elementary Staff Inservice Day! The evaluation surveys that were returned to me indicate that the day was well received by the staff. I also received many comments specific to your presentations; it is clear that participants in your sessions found the information valuable.

You were asked to speak at our inservice day because elementary teachers had indicated that the topic you presented was of interest to them in their professional development. Thank you for sharing your expertise with the staff in Eau Claire so that their individual needs could be addressed.

I enjoyed the opportunity to meet you, and I appreciate the excellent job you did as a presenter in the Eau Claire Area School District.

Sincerely,

Kim Hill

Kimberly Hill

sh

EAU CLAIRE AREA SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER

MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DIRECTOR FOR BILINGUAL EDUCATION
AND MINORITY LANGUAGES AFFAIRS

From: Ursula Lord, Education Program Specialist, DSLP

To: Rudy Munis, DSPL Director

Date: October 21, 1993

Subject: Personal account of impressions of MRC's in regions we are working with: MRC 6, Wisconsin Center UW Madison

On September 8, 1993, I had the pleasure to observe Mr. Scott Jones from the above mentioned MRC, present informal (Individual Consultation) and formal lecture sessions, and technical assistance to project directors at the Bilingual Education Workshop in Bismarck, North Dakota.

His formal presentations concentrated around the following topics:
* A Review of Title VII and the Program Development Process
* Teacher Training and Grants for Institutes of Higher Education
* Personnel, Training and Capacity Building

I cannot speak for other participating people in the audience, but my overall impression was that he was absolutely prepared, professional and well received. His sessions were well attended.

UNITED STATES DEPARTMENT OF EDUCATION

Ursula B. Lord
Education Program Specialist
Office of Bilingual Education and
Minority Languages Affairs
(OBEMLA)

400 Maryland Ave. SW
MES 5630
Washington, D.C. 20202

FAX (202) 732-5737
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p. 1 of 2.

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Office of Continuing Education

October 27, 1993

Dr. Minerva Coyne, Director, MRC 6
Multifunctional Resource Center for Bilingual Education
University of Wisconsin-Madison
Wisconsin Center for Education Research
School of Education
1025 West Johnson Street
Madison, WI 53706

Dear Dr. Coyne,

Thank you for your enthusiastic support of the December teleconference. We are happy to provide this service and very pleased to that you are promoting it to your region. I will let you know if we receive any requests from SA 6.

We are glad that your staff will be watching on December 6. Hopefully, we can get a call from your area during the call-in period.

Again, thank you for your support.

Sincerely,

James E. Wright, Ph.D.
Associate Dean of Continuing Education
Acting Director, MRC 14

Southern Prairie Area Education Agency 15 - 900 Terminal Avenue - Building 40 & 41 - Ottumwa, Iowa 52501-9414

Ph: (515) 682-8591
(800) 622-0027
FAX (515) 682-9083

October 25, 1993

Ms. Mary Diaz
179 Drew Hall
Hamlin University
1536 Hewitt
St. Paul, MN 55104

Dear Ms. Diaz:

Thank you for assisting with the recent Southern Prairie Area Education Agency **A Day For Education -- Part XI**. Your topic area and presentation were a valuable addition to the day's menu of choices for educators in our ten-county area. We have received many positive comments concerning the quality of presenters and topics that were offered this year.

We hope that you found the hospitality room and your presentation room without too much difficulty, and that you were able to secure the assistance that you needed.

Again, we thank you for your time and effort towards our annual educator inservice.

Cordially,

Julie Melcher

Julie Melcher, Coordinator
Area-Wide Inservice

JM/clh

Donald Roseberry
Chief Administrator
Area Education Agency

Leon Maxson
Director
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John T. Benson
State Superintendent

Robert H. Gomoll
Deputy State Superintendent

November 12, 1993

Minerva Coyne, Director
Multifunctional Resource Center
for Bilingual Education
769 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706

Dear Minerva:

Thank you so much for providing the opportunity for me to meet with the Title VII directors in Minneapolis.

It was a valuable and interesting meeting. I enjoyed, also, just meeting with folks from other states and discussing common problems.

I'm very appreciative of the help you and your staff provide the state of Wisconsin. It is a most valuable collaboration.

I hope this finds your health much improved. I know it must have been very hard to run the meeting while you felt so ill.

Thank you again.

Sincerely,

Carole

Carole L. Hunt, Consultant
Bilingual/ESL Education Program

cc: Barbara A. Bitters, Chief
Equity and Multicultural Education Section

MDE
MINNESOTA DEPARTMENT OF
EDUCATION

Capitol Square 550 Cedar Street
Saint Paul, Minnesota 55101 612/296-6104

November 18, 1993

Dr. Minerva Coyne, Director
Multifunctional Resource Center for
Bilingual Education
University of Wisconsin - Madison
1025 West Johnson Street
Madison, WI 53706

Dear Minerva:

I would like to thank you again for your generous assistance in the implementation of our first leadership conference for school district superintendents. The attendance was less than we had hoped for, but I think it was a good start for what I hope is a long-term endeavor. Dr. Becker and Dr. Negroni were both informative and inspirational, as well as being delightful people to know.

Since the conference, several superintendents have called to offer assistance with ensuing steps. One has already gotten us a spot on the agenda for the spring superintendents' meeting. I hope we can keep the momentum going. We will probably be calling on you for ongoing support - moral support, if nothing else.

Thanks again for all that you have done. If you run across articles that would be useful for us to share with our superintendent group, I would appreciate it if you could send them to me.

I hope you have a restful Thanksgiving holiday - don't even think about the office!

Sincerely,

Joyce

Joyce M. Biagini
LEP/Education Program

An Equal Opportunity Employer

MDE
MINNESOTA DEPARTMENT OF
EDUCATION

Capitol Square 550 Cedar Street
Saint Paul, Minnesota 55101 612/296-6104

November 18, 1993

Mary Diaz
Multifunctional Resource Center
Hamline University
66 Drew Hall
1536 Hewitt Avenue
St. Paul, MN 55104-1284

Dear Mary:

Thanks for your presentation "Language Acquisition" on Wednesday, October 27 and on Monday, November 15 for the New Teacher Workshops. As always, everybody loved you. I have enclosed the evaluations form Marshall, regretfully I did not do a very good job encouraging the completion of evaluations.

The next New Teacher Workshop is just around the corner. I'm counting on your help in deciding on some changes and in your participation as a presenter.

When we get together for the Assessment Conference Planning maybe we can arrange a time for discussing the Winter New Teacher Workshop. Thank you again.

Sincerely,

Karon Hergenhahn

Karon Hergenhahn
LEP Education

cc Lang. acquisition: Implications for LEP

An Equal Opportunity Employer

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
P.O. Box 30008
Lansing, Michigan 48909

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November 24, 1993

Dr. Minerva Coyne
Executive Director
Multifunctional Resource Center
For Bilingual Education
University of Wisconsin - Madison
1025 W Johnson Street
Madison Wi 53706

Dear Dr. Coyne:

Thank you so much for being a co-sponsor of the Department's 2nd Annual Multicultural Education Conference, "Education in a Multicultural America." My staff and I have received numerous compliments from participants telling us that the conference was most informative and worthwhile.

We realize that the combination of co-sponsors was the formula for the success of our annual multicultural education conference. I wish to preserve this team by inviting the Multicultural Functional Resource Center for Bilingual Education to be among the co-sponsors for the 3rd Annual Multicultural Education Conference in 1994.

We have found our working association with you beneficial and hope that your organization will benefit from participating with us in clarifying the role of "Education in a Multicultural America."

Again, thank you so much for helping to make the second annual Michigan Department of Education Multicultural Education Conference a successful event.

Sincerely,

Earl Nelson, Director
Office of Equity

cc: Scott Jones

St. PAUL LIFELONG LEARNING
PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT 625

December 1, 1993

Mary Diaz
MRC - 179 Drew Hall Hamline University
1536 Hewitt
Saint Paul, MN 55104

Dear Mary Diaz,

Thank you for leading small group sessions at the United for Children Conference, October 21, 1993. Your participation really enhanced the day. We have received many favorable responses from the participants! The conference evaluation is enclosed for your information.

Again, thank you. We are grateful for your help and we look forward to working with you again in the future.

Sincerely,

Linda Garrett
Linda Garrett, Conference Coordinator

Bonnie McIntyre
Bonnie McIntyre, Conference Coordinator

"Suggestions for Work w/ LEP Students"

DISTRICT 625 • 360 COLBORNE STREET • ST. PAUL, MINNESOTA 55102-3299 • (612) 293-5100 • FAX NUMBER: (612) 290-8331

Memorandum

BILINGUAL/COMPENSATORY EDUCATION

DEARBORN SCHOOLS

Learning for Life

January 14, 1994

Ms. Minerva Coyne
Multifunctional Resource Center
for Bilingual Education
Wisconsin Center for Education Research
School of Education
1025 West Johnson St.
Madison, WI 53706

Dear Minerva:

On behalf of our district administration, bilingual staff, parents and students, I want to express our utmost gratitude for the excellent technical assistance you have provided for us, both in the past and especially this year with our emphasis on CALLA and cooperative learning. Kris Sargeant, Scott Jones, Kathy Reichel, and Neysa Chaparro have been so supportive and sensitive to our particular needs and population. Their expertise has helped us make great strides in providing timely inservice to both our bilingual and mainstream staff. All of your staff has gone the extra mile to service our district with training, research access, and assistance with materials development.

One of our most successful projects in cooperation with your center was our Summer Academic Enrichment Program last June through August. As you know, Scott Jones and Kris Sargeant provided the week-long training for our teachers and paraprofessionals in CALLA theory and lesson planning. This gave impetus and roots for the quality learning experiences which followed in the six week Academic Enrichment Program for some 250 students K-12th grades. A recent statistical evaluation of this program showed significant educational gains for participating students in all areas: reading, writing, math and attitude towards reading (results significant at the .01 alpha level).

It is our hope that we can continue with a similar program this summer in conjunction with your training assistance. We anticipate the initial training portion of the program to be June 20-24. In conversations with Scott, he thought both Neysa and Kris would be available in this time frame. Please let us know if this has your approval.

In addition, we would be pleased to host your 1994 Summer Institute for Teachers and Instructional Assistants. We were unable to last year due to our resource building renovation. This year we can offer a better facility.

We look forward to working with Kathy Reischl on March 16th, as we again offer our bilingual and mainstream teachers an opportunity to learn how better to accommodate the needs of LEP students especially in reading and writing.

Thank you for always being there for us. As reauthorization of Title VII comes into reality, we would hope that your MRC will be maintained. We support that wholeheartedly. If we can be of further assistance, please contact us at (313)730-3028.

Sincerely,

Dr. Shereen Arraf, Consultant
Bilingual/Compensatory Education

/lj

Enclosures

MARSHALLTOWN COMMUNITY SCHOOLS
DEDICATED TO EXCELLENCE

317 Columbus Drive Marshalltown, IA 50158 (515) 752-4583

Marshalltown Community School District

March 21, 1994

Kristine Anstrom-Sargeant
Multifunctional Resource Center
1025 West Johnson St.
Madison, Wis. 53706

Dear Kristine,

Thank you for providing inservice for the staffs of Anson Middle School and Woodbury Elem. I apologize for the grueling schedule of the two days, but I wanted to get as much training in as possible in your one trip.

You have provided a valuable service for our school district this year. Your audiences have not always been willing to leave their classrooms for another inservice. However, most left feeling that their time was well spent. Your two inservices this fall sparked interest for further training, and your inservices last week were successful in training the staff from our two project schools.

You have a wnderful way of bringing teachers around. Your presentations are non-threatening and you have a way of anawering teachers' questions without putting them down. The learning strategies you present are not particularly new to the teachers, but you give them the suggestions they need to realize they can modify what they are doing and meet all students needs.

A comment from one teacher sums it all up, "I expected you to provide a quick fix for my LEP students, take them out of the classroom, teach them English and then when they come back they will fit in. But I now realize there is no quick fix and I can do things in my classroom to make the LEP students comfortable and teach them English too."

Thank you for a "job well done." We will be doing a Needs Assessment for inservice ideas for next year and I'm sure our staff is better informed to what their needs are and will make those needs known.

I personally enjoy having you come to Marshalltown. It is always great seeing you and sharing stories. Have a great spring. I hope to see you next fall.

Sincerely,

Aggie Zelhan

cc: Scott Jones, Minerva Coyne, Dan Chavez

Kris is doing a great job. She has been well received. Thanks for your help

Aggie

Stephen H. Williams, Superintendent
Richard L. Doyle, Associate Superintendent
Joan M. Redalen, Director of Instruction
Larry R. Pfantz, Director of Finance
Kevin M. McGuire, Director of Special Services

BEST COPY AVAILABLE

Bilingual and Compensatory Education

DEARBORN SCHOOLS

Learning for Life

March 21, 1994

Mary Diaz, Consultant
Multifunctional Resource Center
Hamline V.
179 Drew Hall
1537 Hewitt Avenue
St. Paul, MN 55104-1284

Dear Mary:

On behalf of Dearborn Public Schools and, in particular, the Bilingual and Compensatory Education staff, I would like to express my appreciation to you for responding to our request to provide a half day professional development opportunity. The subject you presented 'The writing process for LEP students.' benefited a large number of audience, bilingual and mainstream staff as well as administrators. Your resourcefulness, expertise and dynamic presentation are highly commended.

Thanks you so much for your time and effort. I look forward to follow up staff development opportunities in the near future.

Sincerely,

Shereen Arraf, Consultant
Bilingual and Compensatory Education

SA.MRC

cc. Minerva Coyn ✓
Dr. Miguel Ruiz
Dr. Alex Stein

18700 Audette
Dearborn, MI 48124-4295
Voice (313) 730-3028
Fax (313) 730-3041

University of Wisconsin-Madison

School of Education
Madison Education Extension Programs
157 Education Building
1000 Bascom Mall
Madison, WI 53706-1385
(608) 263-5140

Educational Resources and Services

May 9, 1994

Minerva Coyne, Director
Multifunctional Resource Center
for Bilingual Education
Wisconsin Center for Education Research
1025 West Johnson Street
UW-Madison Campus

Dear Minerva:

Thank you for directing and presenting in *Multicultural Education for Students of Limited English Proficiency*, held this past Friday and Saturday, May 6 and 7, at the Wisconsin Center on the UW-Madison campus. I was delighted with the array of topics offered and with the excellent presentations by all members of your staff.

I'll be out of town until May 17, but I've made arrangements with Kathy Schuster to pay the $600 honorarium to James Somday. Soon after I'm back in the office, I'll look over the evaluations -- then return them to you with my summary. I know there will be lots of raves.

Cultural diversity is indeed an important and timely issue, and has special relevance in school learning and social environments. Thanks again, Minerva, for working with Madison Education Extension Programs to offer this important symposium to Wisconsin teachers.

Best wishes for an enjoyable (and, hopefully, more relaxed) summer.

Cordially,

Linda

Linda Shriberg
Program Manager

UW-Madison and UW-Extension working together to fulfill the Wisconsin Idea

University of Wisconsin-Madison

School of Education
Madison Education Extension Programs
157 Education Building
1000 Bascom Mall
Madison, WI 53706-1385
(608) 263-5140

Educational Resources and Services

May 9, 1994

Ms. Neysa Chaparro
Training and Research Specialist
Multifunctional Resource Center
for Bilingual Education
Wisconsin Center for Education Research
1025 West Johnson Street
UW-Madison Campus

Dear Neysa:

Thank you for participating in (and helping to coordinate) *Multicultural Education for Students of Limited English Proficiency,* held this past Friday and Saturday, May 6 and 7, at the Wisconsin Center on the UW-Madison campus. Your presentation and video on "Hispanic Culture: The Role of Bilingual Parents in the Education of Their Children" was a real call-to-action. Teachers must be made aware of the importance of the role that parents play in the home-school education of their children.

Thanks again, Neysa, for working with Minerva and your colleagues at the Multifunctional Resource Center for Bilingual Education, and with Madison Education Extension Programs to offer this important symposium to Wisconsin teachers.

Best wishes for a pleasant summer.

Sincerely,

Linda Shriberg

Linda Shriberg
Program Manager

State of Wisconsin
Department of Public Instruction
Mailing Address: P.O. Box 7841, Madison, WI 53707-7841
125 South Webster Street, Madison, WI 53702 (608) 266-3390/(608) 267-2427 TDD

John T. Benson
State Superintendent

Robert H. Gomoll
Deputy State Superintendent

May 13, 1994

Minerva Coyne, Director
Multifunctional Resource Center
for Bilingual Education
University of Wisconsin-Madison
Wisconsin Center for Education Research
1025 W. Johnson Street
Madison, WI 53706

Dear Minerva:

I want to compliment you on your recent Multicultural Education Conference. It was so well-planned and your presenters were excellent. I enjoyed each one for special strengths and certain pieces unique to their topic.

I want to thank you, too, for the many ways you and your staff have offered your services to the state Bilingual/ESL Education Program and the school districts of Wisconsin. I have enjoyed and appreciated such a wealth of expertise and graciousness. Your wise selection and training of staff and your unfailing willingness to offer their help makes you such a valuable asset.

Thank you again.

Sincerely,

Carole

Carole L. Hunt, Consultant
Bilingual/ESL Education Program

cc: Barbara A. Bitters, Chief
Equity and Multicultural Education Section

University of Wisconsin
MADISON, WISCONSIN 53706

DEPARTMENT OF ENGLISH
PROGRAM IN ENGLISH AS A SECOND LANGUAGE
5134 HELEN C. WHITE HALL
600 NORTH PARK STREET

PHONE: (608) 263-2679
FAX: (608) 263-3709
INTERNET: RFYOUNG@FACSTAFF.WISC.EDU

May 13, 1994

Minerva Coyne
Director, Multifunctional Resource Center for Bilingual Education
University of Wisconsin-Madison
1025 W. Johnson #769
Madison, WI 53706

Dear Ms. Coyne:

A few weeks ago in Madison we were host to the 14th annual conference of Wisconsin Teachers of English to Speakers of Other Languages (WITESOL). WITESOL is one of 80 affiliates of a worldwide organization of professional educators in the field of English as a second language. I am pleased to advise you that a member of staff of the Multifunctional Resource Center, Paoze Thao, presented a paper at the conference.

His paper, "Mong Resettlement in the Chicago Area (1978–1987):Educational Implications," discussed the problems of cultural and educational adjustment of the Hmong people during their resttlement in the Chicago area. An abstract of the paper is on page 18 of the enclosed program book.

Thao's paper was selected by the program committee from a competitive pool of 40 submissions. The conference was attended by 300 ESL teachers and other professionals from throughout Wisconsin. We solicited evaluations of the conference from all who attended and we received very positive reactions to the papers presented.

I hope you will join with me in recognizing the contribution that your colleague made to the WITESOL conference and to the improvement of the teaching of English as second language throughout Wisconsin.

Sincerely,

Richard Young
Assistant Professor of English
WITESOL '94 Program Chair

xc. Paoze Thao

FYI -
Richard Lutz

COMSIS Mid-Atlantic

MRC

Multifunctional

Richard Lutz, Ph.D.
Education Specialist

8737 Colesville Road, Suite 900
Silver Spring, Maryland 20910
FAX 301.588.5922
1.800.228.6723
301.588.0800

May 18, 1994

Neysa Chaparro, Training and Research Specialist
University of Wisconsin-Madison
Wisconsin Center for Education Research
Multifunctional Resource Center for Bilingual Education
1025 W. Johnson Street
Madison, WI 53706

Dear Neysa:

We at COMSIS: MRC-3 would like to thank you for your assistance in making the Ohio Intensive Institute a success. Your presentation went extremely well, and we were impressed by your command of such complicated media, as well as by the sheer mass of equipment which you lugged with you! That was truly commendable, and we appreciated your hard work. Of course, we also want to express our thanks to Minerva for approving this staff exchange. We are sending a copy of this letter to her to let her know how well your presentation went. We trust that MRC-6 will let us know when we can reciprocate in the staff exchange process.

We have received lots of positive feedback about the Institute, and wanted to share that information with you. We have enclosed the service report, as well as a typed version of the written evaluation comments for you to read.

We wish you continued success in your career.

Once again, thanks for all your help. We look forward to talking with you and seeing you again soon.

Sincerely,

Tran Huong Mai
Director

Richard Lutz
Education Specialist

cc: Minerva Coyne

School District 99

CICERO PUBLIC SCHOOLS
Cook County, Illinois

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Superintendent
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Assistant Superintendent
for Business Affairs
Clyde Senters
Director Student Services

5110 W. 24th Street, Cicero, IL 60650
(708) 863-4856 Fax (708) 652-8105

May 24, 1994

Dear Minerva,

I enjoyed the Multicultural Conference very much. The presenters were all outstanding. You've added to my resources and sparked my curiosity--I've ordered Albion's Seed. My reading list for summer is growing very quickly.

I appreciated the opportunity you provided for Illinois districts. Thank you so much for your hospitality. Wisconsin is lucky to have you and your excellent staff.

Sincerely,

Cynthia Mosca

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SPECIAL SCHOOL DISTRICT NO. 1

MINNEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY SCHOOL DISTRICT

COLLABORATIVE SERVICES OFFICE

Florence Lehmann Educational Center
1006 West Lake Street
Minneapolis, Minnesota 55408-2895
Telephone: 612/627-2934
Fax: 612/627-2681

May 25, 1994

Mary Diaz
Multifunctional Resource Center
University of Wisconsin-Madison
1025 West Johnson Street
Madison, Wisconsin 53706

Dear Mary:

Just a note of thanks for the wonderful support that you gave to our LEP program this year. One of our teachers left the meeting yesterday and said: "Mary always makes me feel so good. I came here today so burned out, and I'm feeling energized again."

You gave us some much time this year, Mary, and we appreciate it.

See you next fall!

Sincerely,

Sheila Heath

Sheila Heath
Collaborative Services Director
Minneapolis Public Schools

John Mundahl

John Mundahl
Title VII Coordinator
Minneapolis Public Schools

SPECIAL SCHOOL DISTRICT NO. 1

MINNEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY SCHOOL DISTRICT

COLLABORATIVE SERVICES OFFICE

Florence Lehmann Educational Center
1006 West Lake Street
Minneapolis, Minnesota 55408-2895
Telephone: 612/627-2934
Fax: 612/627-2681

June 1, 1994

Mrs. Mary Diaz
MRC, Drew Hall 179
Hamline University
1536 Hewitt Avenue
St. Paul, MN 55104

Dear Mary,

Thank you so much for the assistance you have given the Minneapolis Public Schools Collaborative Services Department this year.

As the evaluation reports indicate, LEP teachers have really enjoyed all of the MRC presentations; they have been most helpful in providing training to meet the needs of our LEP students.

I would like to plan with you, so that the district continues to receive help and support from MRC during the 1994-95 school year.

Again, thank you for your help.

Sincerely,

Sheila Heath

Sheila Heath
Collaborative Services Director

SH:rc

cc: Peter Hutchinson
Doris Zachary
Mary Lillesve
Collaborative Services Staff

Bilingual and Compensatory Education

DEARBORN SCHOOLS

Learning for Life

July 20, 1994

Minerva Coyne, Director
Multifunctional Resource Center for Bilingual Education
University of Wisconsin - Madison
1025 W. Johnson Street
Madison, WI 53706

Dear Minerva,

We want to tell you how much we appreciated the MRC's expert staff -- Neysa Chaparro and Kris Anstrom -- who provided training for the summer courses in preparatrion for our Accelerated Summer Academic Program. A.S.A.P. is now in full swing and some 50 teachers and over 450 students, kindergarten through tenth grade, are truly benefitting from the intense inservice and lesson planning sessions led by your staff.

The intensive course on thematic instruction and cooperative learning was well planned and expertly delivered by Neysa and Kris. Training was adapted to our teachers' needs and both Neysa and Kris responded quickly and efficiently to individual concerns.

This is another excellent collaboration between the MRC, Wayne State University and Dearborn Public Schools Bilingual and Compensatory Education program. Thank you for making this opportunity possible for our teachers, paraprofessionals, and our Bilingual and Compensatory Education students.

We look forward to working closely with you during our next school year.

Respectfully,

Shereen Arraf

Dr. Shereen Arraf, Consultant
Bilingual and Compensatory Education
Dearborn Public Schools

la/SA

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Dearborn, MI 48124-4295
Voice (313) 730-3028
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